DELTA STATE UNIVERSITY: NON-ACADEMIC ANNUAL REPORT
for Calendar Year 2004
or FY 2004-05

I. Unit Title: Delta Center for Culture and Learning

Unit Administrator: Luther Brown

II. Data and information for department:
Our programs are diverse, but all promote Delta culture in some way.

We worked regularly with visiting groups. During this time period, we hosted University level classes from:

Millsaps College: Civil Rights History
Vanderbilt University: Delta Culture and Service Learning
The University of Missouri: Delta Culture and Service Learning
Gustavus Adolphus University and the HECUA group: Civil Rights
Louisiana Technical University: Civil Rights
Brandeis University: Economic Development
Wake Forest University: Civil Rights
Western Carolina State University: Civil Rights

We also hosted research and service groups from Duke and University of North Carolina. These students have been serving in various placements throughout Bolivar County.

We again were visited by the higher administration of Indiana University, who want to copy our approach to regional culture for their own students and faculty. This was their second site visit to DSU.

We also provided educational tours and curricula for The Blues Today Symposium at The University of Mississippi, the Oxford Conference for the Book literary symposium, The Mississippi Superintendent’s Academy, The Bologna Performing Arts Center, The Marks (MS) school district, Phi Theta Kappa, New DSU Faculty, the DSU School of Nursing, The Robertson Scholars, and The Alluvian Hotel.

With support from the National Association of Foreign Student Advisors, we provided heritage tours for our international students, including a tour of the Delta, an overnight tour of Memphis, and a three night tour of New Orleans.

We provided workshops and oral presentations to the MS/AL Rural Tourism Conference, the International Heritage Development Conference, The Chicago Blues Festival, The Book Babes literary club of Jackson, The Chancellor and faculty of Indiana University NW, Greenville Rotary, and Natchez National Wildlife Service Conference on Nature and Cultural Tourism. We provided
major academic support to the Iowa Campus Compact symposium on service learning in the sciences.

In collaboration with the Capps Archive and Museum, we produced a series of four culinary tour events to coincide with the Smithsonian Institution’s *Key Ingredients* exhibit.

We expanded *The Blues Highway Association*, which now includes over 250 members, all of whom promote the Blues and heritage tourism to the public, and participated in a Washington, DC, lobbying trip to promote the National Heritage Area.

We played an instrumental role in the Mississippi Blues Commission, especially in the preparation of the final report to the State Legislature, and we are now appointed (by law) to the Mississippi Blues Commission, signed by Governor Barbour. In the name of the Commission, we wrote and submitted major funding projects in the name of the Commission to both the National Endowment for the Humanities and the National Endowment for the Arts.

We produced and printed a poster of all known Blues festivals in Mississippi during 2005, and distributed 5,000 copies at the Chicago Blues Festival.

We prepared a formal proposal to have the entire Delta declared *The Mississippi Delta National Heritage Area* under the auspices of National Park Service. This request was given to Senator Thad Cochran and Congressman Bennie Thompson. It asks that the Delta Center be made the management authority of the Area, and awarded an annual budget of $1 million.

We continued to work with historic preservation initiatives in Drew (the Rosenwald School), Mound Bayou (the Historic Bank Building), and the world famous Dockery Farms plantation. We prepared and printed a booklet entitled *The Mound Bayou Story*, now being used by local tourism groups.

With support from The Tri-State Educational Foundation and the Mississippi Arts Commission, we presented a multi-media show on the history of the Blues, written and performed by Frank and Eddie Thomas, to 19 Delta schools, including over 7,500 students.

With support from the Institutions of Higher Learning, we hosted two two-week long summer camps that focused attention on Delta heritage. Each camp served approximately 20 students.

We began a major oral history project on the murder of Emmett Till.

We provided tourism training for the staff of the Alluvian Hotel and proposed a Certified Guide training program.

**Influencing the Present and Ensuring the Future**

For five years, we have had a *Lighthouse Partnership* funded through Learn and Serve America. This program was renewed during the evaluated period, and refocused as *The Delta Heritage Lighthouse Partnership*. The major program sponsored by this partnership involved an after-school arts and culture project offered at the D.M. Smith Middle School in Cleveland. Partners included Communities in Schools of Greenwood, Mississippi, and the Cleveland School District. Approximately 20 students participated. Primary products of this program include a
book called Heroes of the Mississippi Delta, a Christmas art show and sale, and the “Photo Road Show,” which is an ongoing effort to collect and interpret historic pictures of the region, funded by a grant from The History Channel.

**Delta Volunteers**, funded by Bolivar County United Way, continued to be a clearing house that places volunteers in the community. Delta Volunteers' (a United Way Agency) mission is to **support volunteer projects that address poverty-related issues, promote positive social change, and develop cross-cultural understanding.** Its web page is located at [www.deltavolunteers.org](http://www.deltavolunteers.org).

Volunteer efforts place students from DSU in hospice care, head start, early childhood centers, schools (through mentoring and tutoring); mental health, area hospitals, the animal shelter, community beautification, blood drives, Habitat for Humanity, and other needs and agencies. Delta Volunteers partners with community agencies and groups to meet needs, and maintains a community agency clearinghouse that is maintained as a resource of volunteer and partnership opportunities.

**The Entergy Environmental Stewardship Project** is funded by Entergy Foundation, and partners with Dahomey Wildlife Refuge, DSU and Cypress Park Elementary school to create environmental learning kits and interpretive kiosks for the school and the wildlife reserve. As it did last year, it continued to host The 9-11 Week of Service, which was an outstanding success. It created butterfly gardens, installed dozens of bird houses, and established three huge kiosks at Dahomey.

**The Friends of Dahomey Wildlife Refuge** was established as an independent 501c3 organization by the Center. It promotes the refuge by producing posters and interpretive materials and working with the National Audubon society to establish birding trails.

**The Cleveland Youth Council** was created with support from the Kellogg Youth Innovation Fund. It is a partnership that includes the Cleveland School District, Cleveland Bolivar County Chamber of Commerce, and Bolivar County Community Action Agency, empowering high school students to create their own service learning projects, while building leadership and citizenship skills. The Cleveland Youth Council, a body of 20 high school students, began operation in the requested time period. The Council attended training programs in Florida, Tennessee, and Washington, DC. They initiated an assessment of community needs and resources, established several working committees, and began the process of awarding grants to local youth driven initiatives that will attempt to solve problems in the City of Cleveland.

The DSU Scholar's House is not directly related to the Delta Center, although the Center spent considerable effort in its creation. This house is used to support visiting scholars and small student groups, and it has played a very important role in our Break Away and visiting scholars programs. A second Scholar's House, currently called The Simmon's House, is now also renovated, with major input by the Delta Center.

During the requested evaluation period, the Delta Center for Culture and Learning received these grants:
2005- The Three R’s of the Delta, Mississippi Geography Education Fund (National Geographic Society). $20,000.


2005- Support for Blues in the School performances. Mississippi Arts Commission, Tri-State Educational Foundation, and Delta State University, $17,100.

2005- Delta Center Blues Initiatives. Tri-State Educational Foundation. $13,500


2005- The Delta Photo Road Show: Discovering the Unknown Photographs. Save Our History Program of The History Channel. $10,000.

2005- Emmett Till Oral History Project: Remembering Emmett Till. Mississippi Humanities Council. $2,000, with subsequent renewal to create a traveling exhibit.

2004- Lighthouse Heritage Coloring Book Project, Cleveland Youth Council. $2,000.

III. Personnel:

- Luther Brown, Director
- LaTonya Hurskin, Secretary, replaced by Tonya Anderson half way through the year
- John Martin, Program Associate for Student and Community Engagement
- Henry Outlaw, Program Associate for Heritage Studies
- Sarah Leonard, Coordinator of the Cleveland Youth Council
- Bootsie Lyon, Coordinator of Environmental Stewardship Programs
- Anna Long, Program Associate for Healthy Families
- Linda Coleman, Parent Liaison
- Dorothy Grimm, Parent Liaison
- Jennifer Scott, Parent Liaison
- Marsha Cherry, Parent Liaison
- Carrie Small, Ellie Brown, Whitney Hall, Mathew McCain, D’Karris Hilley, Trevell Smith, and Jordan Soloai all worked as paid student interns through the Cleveland Youth Council grant.

Approximately half way through the reporting period, the Healthy Families Initiative moved out of the Delta Center into the School of Nursing. This move was deemed necessary to better link Healthy Families with Nursing’s Delta Health Alliance funding and ensure the program’s future. Activities for this program will be included with the School of Nursing’s annual report and are not include here.

Noteworthy activities and accomplishments:
John Martin:
- Attended three Lighthouse Partnership trainings in Hattiesburg and gave Powerpoint presentations on the Lighthouse Arts & Heritage Program.
- Served as a reviewer of other Lighthouse Programs throughout the State.
- Attended the Gulf South Summit on Service-Learning: giving a poster presentation on the Lighthouse Program.

Sarah Leonard:
- Attended (with several youth representatives) national Youth Innovation Fund meetings in San Francisco, Ypsilanti, and Nashville.
- Presented at the Practitioner’s Conference on Civic Engagement in New Orleans.
- Received an $8,000 service learning grant from Learn and Serve America (through the Cleveland School District) and a $1,200 grant from Dreyfus Health Foundation in support of a youth newsletter.
- Sponsored civics classes at East Side and Cleveland High Schools with funding from the Kellogg Foundation.

Luther Brown:
- Was named to the Mississippi Blues Commission by act of law.
- Was named “State Scholar” by The Mississippi Humanities Council, in support of the Smithsonian Institution’s Museum on Main Street.
- Was interviewed by National Public Radio’s All Things considered for their two-part special on the Mississippi Delta.
- Presented oral papers on the Blues and Delta Heritage to the Mississippi-Alabama Rural Tourism Association annual meeting, the International Heritage Development Association, and the annual meeting of Fish and Wildlife Service archeologists.
- Served as a consultant to Indiana University Northwest on the design and development of interdisciplinary centers.

Henry Outlaw:
- Obtained funding for and implemented an oral history project on the murder of Emmett Till.
- Obtained funding for and implemented a Blues in the Schools program that served over 7,500 Delta youth.

New position(s) requested, with justification:

None were requested during this period.

Recommended change of status
(such as promotion/change in title/change in responsibilities):

None were requested during this period.
IV. Department Goals for 2004 or 2004-05

A. Goal #
Programs, and respective goals, are divided into these major categories:
Courses for DSU students: increased knowledge of and respect for the Delta (not applicable this year)
Courses and tours for visiting classes and academic tour groups: increased knowledge of and respect for the Delta
The Blues Highway Association/Blues Commission: Blues maps, posters, booklets, etc.
Historic Preservation: building preservation
Oral History collection: recordings and transcriptions
Delta Heritage Lighthouse Partnership: increased knowledge of and respect for the Delta
Delta Volunteers: volunteer placement
Volunteers for a Healthy Community: service to young mothers
Entergy Environmental Stewardship: 9-11 Week of Service
Friends of Dahomey: Service to Dahomey
Youth Innovation Fund: Funding to youth initiatives

B. Institutional Goal which was supported by this goal:
(listed on pages 14-15 in the 2004-06 DSU Bulletin)
The Delta Center helps DSU accomplish its mission by offering educational opportunities to DSU students while serving as a major community engagement and outreach arm of the university. Increased public awareness and recruitment are major consequences of our activities. We specifically address goals 5,7,8 and 9 as noted in the University catalogue.

C. Expected Results:
(What happens if the goal is met?)

Unlike traditional academic Departments, Delta Center programs are grant funded or survive because they generate their own enrollment and participation. This means that any program that is not meeting the needs of its constituents ends, and that all programs must continually evolve to meet the demands of the grantors or supporters. Essentially, our programs are “zero based.”

See attached evaluations of the various individual programs.

D. Evaluation Procedure(s):
(How will you determine if the goal is met?)
Our programs are evaluated continually by outside evaluators. In some cases, these evaluators are the funding sources, who require annual or final reports. In other cases, evaluators
are hired specifically to examine programs. Finally, other Universities, grantors, and partners evaluate our programs before deciding to continue using our services or partnering with us.

This year was unusual in that the Center was evaluated by an outside reviewer. Tom Rankin, Director of the Duke University Center for Documentary Studies, met with Center staff and interested parties and advised the University on the Center's operation. A copy of his formal report is attached.

Courses and tours for visiting classes and academic tour groups are evaluated by the people funding them. The Blues Highway Association/Blues Commission reports to the Mississippi Legislature, which either renews or decides to eliminate the program. Our Historic Preservation and Oral History projects are grant funded and report to the grantors. Delta Heritage Lighthouse Partnership is evaluated and renewed annually by the Mississippi Higher Education Consortium. Delta Volunteers is evaluated annually by The United Way. Volunteers for a Healthy Community is evaluated annually by The Delta Health Alliance, a Federally funded program. Part of this evaluation process involved an external reviewer. Entergy Environmental Stewardship was evaluated by an external reviewer. The Youth Innovation fund is evaluated by Policy Studies Associates and the staff of the Kellogg Foundation funded National Service-Learning Partnership at the Academy for Educational Development.

E. Actual Results of Evaluation:
(Explain if the evaluation is not complete)

Detailed evaluations of the Lighthouse Program, the NAFSA Project, (National Association of Foreign Student Advisors), Blues in the Schools project, Gear-Up Summer Camp, and the Cleveland Youth Council are attached. All have been refunded except NAFSA (which was a one-time only event), meaning that they meet the criteria for success defined by their sponsoring organizations. All other grants during this period were successfully completed and reported to their funding organizations. In most cases, the portfolios or final reports identify goals and assessment procedures.

F. Use of Evaluation Results:
(How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.)

We rely on past portfolios and final reports when planning new events. These documents provide the record of what did and what did not work, and they mold the future of the Center.
V. Learning Outcome Assessment Plan

A. Learning Outcome #: 

What should a learner know, value, or be able to do as a result of this outcome?

The goal of all of our diverse program is increased knowledge of the history and culture of the Mississippi Delta.

B. Assessment Tools and Methods 

What assessment tools and/or methods will you use to determine achievement of the learning outcome? 

Limit measures to three.

Measure One: regular use of Delta Center services: self reported and repeated use

Measure Two: demonstrate knowledge of Delta heritage: pre and post tests

Measure Three: ability of students to show learning through products they produce: interpretive materials

C. Data Collection and Analysis 

Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Use of the Center is documented by field trips and visits. Most field trips involve pre (and sometimes post-) testing. Interpretive materials range from student art projects to formal Center publications

Analysis Procedure: Feedback from visiting groups affects future tours and classes. Pre and post test results help structure our presentations. Interpretive materials provide physical demonstrations of success/failure.

D. Results of Evaluation 

What were the findings of the Analysis Team? List any specific recommendations.

Findings: Given that virtually everything the Center does is funded by external grants, it has been surprisingly successful.

Recommendation 1: Additional staff are needed in the general field of Delta heritage

Recommendation 2: The Gear-Up and Lighthouse projects succeed best when they include formal publications of student produced materials

Recommendation 3: The Center may be too diverse in its operations, and needs to focus more on heritage and less on youth empowerment

E. Use of Evaluation Results
The Healthy Families program was moved out of the Delta Center into the School of Nursing and two VISTA workers were obtained to assist with heritage training in the Lighthouse program.

Response:

F. Assessment Team Members
List members of the Assessment Team.

Members: Luther Brown, John Martin, Rose Hurder, Henry Outlaw, Sarah Leonard

Note: All sections must be addressed
Evaluation of Delta Center for Culture and Learning
Delta State University, Cleveland, Mississippi
Submitted by Tom Rankin, July, 2005

Executive Summary

On February 15-16 I visited Delta State University to talk with a range of people about the work of the Delta Center for Culture and Learning. During this time I met with, among others, John Thornell, Luther Brown, the staff of the Delta Center, and a range of other DSU faculty and community members who have worked with the Delta Center during the last five years. I also talked informally with several people who have worked with the Delta Center from outside the Delta region through programs such as the Roberson Scholars Program at University of North Carolina at Chapel Hill and Duke University.

Background

Having spent four years on the faculty of Delta State and two years as chair of the Department of Art, my knowledge of the central role of DSU in the Delta region comes as much from that experience as from this site visit. With a mission to serve the Delta region, DSU has long been a leader in educating citizens of the Delta and beyond while also attempting to share the rich and complex history of the Mississippi Delta with the larger world. The Delta Center for Culture and Learning was founded in 2000 to deepen DSU’s impact, to better serve the region, and to infuse more experiential learning into the college curriculum. With a mission “to promote the understanding of the history and culture of the Mississippi Delta and its significance to the rest of the world,” the Delta Center has grown to become a leader both on and off campus in educating people about the Delta region, in leading the establishment of cultural policy in the Delta, and in affirming the unique history of the Mississippi Delta. An important context to my evaluation is the understanding that through Luther Brown’s leadership, along with support from other long-term DSU leaders such as Henry Outlaw and John Thornell, the Delta Center has begun to put in motion programs that fulfill what had for years been mostly rhetoric of university service to various constituents in the Delta.

Academic Links and the University

It is important to understand that the Delta Center, as I see it, was founded to exist both on the DSU campus and in the larger world beyond the formal classrooms and departments of the university. While these two missions can often be very complimentary, university culture can render them as conflicting pursuits for some. Through the leadership of former President David Potter, Provost John Thornell, Professor Henry Outlaw, and Professor Luther Brown (among others, I’m sure), the vision for the Delta Center took shape. Building on strengths and ideas that had been bouncing around DSU for some time, Luther Brown brought his wealth of experience from his time at George Mason University to mold what is now the Delta Center. This ‘outside’ perspective was crucial to the success and vision of the Center as it was
informed by his long work with experiential, field-based learning and because he wasn’t constricted in his thinking by debates of university territory and history. However, as is almost always the case, the founding of the Delta Center also fed into campus jealousy over resources and leadership, confusion about exact mission, and questions about just how the Delta Center fits into the overall undergraduate curriculum. I don’t intend here to catalogue all the various campus-based efforts and courses offered over the past five years, but it’s important to point out the fruitful collaborations between various faculty and the welcomed interdisciplinary teaching that the Center has fostered around the study of the Delta. After all, what better place to truly investigate the history of a particularly American region that right in the heart of the Mississippi Delta. Courses are taught on Delta culture throughout America and it only makes sense that courses that explore the river, blues, plantation lives, the shifts in agriculture, the richness of the literary legacy, and so on flourish as well at Delta State. Having said that, it was clear from discussions with select faculty and administration, including Luther Brown, that ties across the DSU campus could be strengthened and that this would in turn strengthen the Delta Center. It is essential, I believe, to weave the work of the Center more fully into the general fabric of the academic life, and that this, in turn, will help stabilize the Center for the future.

Leadership

No matter who I talked to I was told that much of the identity of the Delta Center is embodied in the director, Luther Brown. Luther has clearly been a force, an energetic and relentless advocate for the Delta, for outreach at Delta State, and for making links with institutions way beyond the region. DSU is extremely fortunate to have Brown in that position, as he serves as an ambassador for the university in ways far greater than the mission of the Delta Center. His vision of the blend of service with teaching, of outreach to the Delta region while being a resource for universities throughout the nation serves as a model of an interdisciplinary center. While I’m sure there are those who might quibble with particular decisions or priorities, everyone I talked to noted Brown’s commitment, leadership, and willingness to do the tough work to move ideas to concrete reality.

While this has been perhaps the most effective way to launch the Center in the first five years, there are some things to watch in the coming years with so much identity and dependence being focused on one person. I asked several key people on campus what would happen if Luther Brown left Delta State. All answered a little differently, but one message was uniform: the Delta Center might fade or simply go away. This is the flipside of such charismatic leadership and below I will try to make some recommendations to ensure that the future of the Center is not dependent on one person. To be sure, the departure of a key leader is always a disruption and might cause the institution to retreat temporarily. It is important, however, that the Delta Center not be left too vulnerable to a change in leadership.

Outreach

Much focus, and for good reason, has gone into the outreach programs of the Delta Center. Without evaluating all of the programs (and my references below are only about
select projects), it is important to point out some of the real strengths of this focus, highlighting those programs that integrate outreach with learning. Barry Bays work with the DSU Blues Band is a good example of a program that blends undergraduate education about the Delta region with service and outreach. Built around an undergraduate music course, the Delta State Blues Band teaches students the music and traditions of the blues while also having them go out into the community and play the music. While many music majors take this course, it is also for others not focused on music. One could easily argue that if any university should be teaching courses on the blues—both the history and practice—it should be Delta State. By teaching courses and taking students off campus to collaborate with other communities in the playing and appreciation of the music, the university affirms the importance of this indigenous art form, effecting the way blues is seen in secondary schools throughout the region. There was some talk of this course and others like it being parts of a larger Blues Studies Program, something I will talk more about below. However large or small a blues program becomes, I think the DSU Blues Band is an important program on many levels.

I also met with Sarah Leonard, Coordinator of Cleveland Youth Council, another piece of the outreach efforts of the Center. Like many community-based efforts with youth across the county, the goals of the Youth Council is to foster a strong voice for youth in Cleveland. Funded through grants, these kinds of projects are always vulnerable to fundraising and it seems the most sustainable approach is to build strong bridges between something like the Youth Council and undergraduate courses with a focus on service learning. So long as the Kellogg Foundation continues their commitment, programs like this can continue and flourish. How central are these efforts, though, to larger DSU goals and missions? And what work could the Delta Center do to stabilize these efforts beyond ‘soft’ money? I should add that I was very impressed with Sarah Leonard and think that they story of her coming to the Delta merits note. She originally came through a course on the civil rights movement at the University of Michigan that was in the Delta in part through the collaboration of the Center and then she decided to work at DSU. These kind of collaborations and developments are possible because of the multiple tendrils of the Delta Center, where one effort feeds and influences another.

The same questions arise when looking at John Martin’s work in local middle schools where they use delta culture to get kids excited, to learn about their environment, to better understand the place they live. An after school program for about 20 kids, this is also grant funded, with little or no local money. This seems a natural fit for the Delta Center and might be seen as a way to develop a curriculum—and test that curriculum—that could be used in after school programs throughout the Delta. Not only would this allow the program to reach many more than the 20 Cleveland students, but it also might attract funding from foundations wanting to see model projects that can be replicated in other communities. An after school program that educated kids about the history, culture, and environment of the Delta while also enriching their skills and base-line performance might be very attractive and sustainable. This effort might fold into the environmental education effort that Bootsie Lyon worked on with 12 fourth graders in Rosedale, from West Bolivar Elementary.
Just as important as the specific, ongoing outreach projects are efforts involved with such things as the Mississippi Blues Commission, the Photo Road Show, a variety of community efforts who seek support, advice, and direction on their grassroots history, culture, and economic development efforts, and more. The function of the Center as a ready resource for community groups and special efforts is extremely important.

**Recommendations**

Strengthen curriculum on campus and deepen ties to various departments. The long-term viability of the Delta Center depends in part on board support and ‘ownership’ of programs by DSU faculty and administrators. While some departmental faculty may always feel slightly threatened and therefore unsupportive of innovative interdisciplinary teaching efforts, the idea of integrating the cultural and environmental history of the Delta across the curriculum should gain wide support. Building stronger bridges between the Delta Center and various university departments is key, it seems. I suggest finding ways to more regularly involve department chairs in the programs of the Center while also establishing course development grants for faculty who want to either design new courses or expand/enrich existing courses with Delta materials. (Department chairs such as Bill Lester and Dorothy Shawhan are already working with the Center and perhaps they could co-chair a committee of other interested chairs.) There might also be incentives for the inclusion of experiential learning or new fieldwork on the Delta. These could be modest summer grants for course development, in return for a commitment by departments to teach the new course for three or so years running. Over time this will gradually infuse Delta studies ideas into the curriculum in a number of departments while also collaborating with a variety of faculty from diverse departments. Clearly having faculty involved in course development—and through that in the defining of what studying the Delta will at DSU—will strengthen campus-wide support.

I heard mention of a possible Blues Studies curriculum or even a Delta Studies concentration. I think these ideas deserve serious consideration and whether they end up as interdisciplinary majors (the University of Mississippi’s Southern Studies major might be worth a careful look) or minors or some kind of concentration, I believe discussion by select faculty of the merits could lead to creative solutions. I also wonder if there are not other ways to infuse Delta literature and culture into the curriculum. What if all freshman writing classes used Delta materials as the focus of discussions/writings? I can imagine all freshmen reading key Delta works to both prompt discussions about where they are as well as a wealth of more universal issues. For instance, a book like Mary Hamilton’s *Trials of the Earth* or Clifton Taulbert’s *Once Upon a Time When We Were Colored* could be very provocative and engaging in such classes. Many universities use this model as a way to create a common academic experience for first-year students. Finally, I think a Delta Studies campus advisory committee could help lead this work. That committee should be small, with rotation regularly to bring new people aboard.

I also suggest establishing some sort of Delta Studies colloquia that will bring scholars and community people to campus to engage with DSU faculty and students on a range of
topics. These gatherings might feature scholarship/ideas of faculty while also offering ways to engage others who are studying/working in the Mississippi Delta. This program could bring scholars and artists to campus for several days to both formally and informally work with faculty and students. Such a colloquia can be another example of the merging of university community with the broader community of the Delta.

Depending on the availability of funds, I think some kinds of fellows program in Delta Studies could play a major role. This program would invite a scholar/teacher to campus to teach for a semester and/or full year. In return for teaching at least one course this visiting faculty member could pursue their own Delta research project. Having visiting faculty would supplement the Delta Studies curriculum while also further establishing DSU as a leader in the study/policy development of the Mississippi Delta. In addition to teaching, these visiting fellows could help organize and energize the curriculum, conduct new research, lead discussion groups, work with outreach projects, and generally engage with communities throughout the region. Fellows could come from a range of disciplines and would represent the sciences, arts, and the humanities.

The Delta Center should continue to foster linkages with other university programs, relationships that benefit DSU, the region, and the collaborating university. The Robertson Scholars Program is but one of these and many more exist. But just looking at the important contributions made through that one collaboration suggests further possibilities.

A true “Center” has a defined mission as well as (eventually) a defined space. I suggest finding an appropriate place to locate the Delta Center so that it can become a campus destination. While the current space is perfectly adequate for offices, it is limited in terms of visibility and profile that another space might provide. Ideally this would include a modest exhibition space, a good seminar room for small meetings and classes, and the kind of singular identity that would draw people to it.

During the first five years of the Delta Center much has been accomplished. While people credit a host of forces and individuals, all point to Luther Brown. It is time to work to institutionalize much of Luther’s work, making certain that the identity of the Center is strong both within Mississippi and throughout the country. With more faculty and administrators representing the Delta Center through their own work this will begin to happen. This transformation will take not only planning and intent, but also modest resources. This is crucial to guarantee the longevity of such an important university Center.

My final suggestion—and perhaps the hardest of all—is to constantly revisit and sharpen the mission. Interdisciplinary centers like the Delta Center for Culture and Learning can and will do most anything if funding is available. This is both good news and the fundamental challenge. What, in short, should the Delta Center focus primarily on? What should the Delta Center not do, regardless of available resources? What should be the main priorities in the coming years? I believe all Centers of this type need to regularly revisit these questions, not so much to make the future directions simpler and
more limited, but to help remind all involved where the most important focus should be, given all the possible directions. My recommendations attempt to point to some that I think are key in the coming years to stabilize and solidify all the wonderful achievements that have been made in the past five years. The Delta Center, in my view, is a shining manifestation of Delta State University’s overall mission and I look forward to many more years of good work by the Center.

Tom Rankin, Director  
Center for Documentary Studies at Duke University  
July 25, 2005
Final Reporting Guidelines and Forms
for projects funded by
NAFSA's Cooperative Grants Program (COOP)
Submission of a hard copy of the final narrative, financial, and evaluative report for your COOP-funded project is a requirement of your grant agreement as stated in your Terms of Agreement contract. Project directors are also required to submit an electronic copy of their report via email to coop@nafsa.org. Reports must be submitted as Microsoft Word and/or Excel files. If you have a problem meeting this requirement, please contact COOP staff. Your report will provide the Cooperative Grants Committee, COOP staff, and the U.S. Department of State with a summary and evaluation of your COOP project and may be made available to others interested in replicating your project model.

Complete and well-written reports are more likely to be included in the COOP Model Program List. Persons interested in using your project as a model will contact COOP staff for a copy of the narrative report and the statistical and financial summaries. In some instances, interested persons may obtain a copy of your final report on the COOP section of the NAFSA web site. In preparing this report, please consult your original proposal and your Terms of Agreement contract. Please note that interested persons who have requested and read your report may wish to contact you directly for more information.

Your report, submitted as a hardcopy and electronically, must include the following items:
1. Final Report Form: Answer questions and include complete data for all of the information requested on the attached form.
3. Financial Report: The attached financial summary form must be completed. Appropriate documentation for all COOP-funded expenses must be enclosed.
4. Supplemental Information: The following items should accompany your report: a copy of evaluation form(s) used to assess the program, a summary of evaluation statistics and participants' comments, and two copies of any materials or products developed by your project (such as a manual). The following is a sample list of optional materials to enclose: photographs, event handouts, workshop packets, newspaper articles or other program publicity.

These forms are also available on the COOP section of the NAFSA website at www.nafsa.org/coop. If you have any questions, please contact the COOP staff at the address below.

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In addition to the final narrative and financial reports, submission of this Final Report Form in both electronic and paper format, is a requirement of your grant agreement as stated in the COOP Terms of Agreement. Please attach your narrative and financial reports to this form. Your completed report will provide the COOP Committee, COOP staff, and the U.S. Department of State with a summary and evaluation of your COOP project. This information may be made available to others interested in replicating your project model. If you have questions, please contact COOP staff.

Directions: Please type. Answer all of the following questions. Where indicated, the following scale should be used (the example given rates how “successful” the item being evaluated was): 1=very successful; 2=successful; 3=moderately successful; 4=not very successful; 5=not at all successful.

SECTION I: Project Overview

Title of Project: What it Means to be an American in The Most Southern Place on Earth

Project Start Date: 05/03/04  End Date: 06/24/05 (approved extension)

Project Director Information

Name: Dr. Luther Brown
Title/Office: Director, The Delta Center for Culture and Learning
Institution: Delta State University
Address: Ewing 130, Cleveland, MS 38733
Email: lbrown@deltastate.edu
Telephone: 662.846.4312  Fax: 662.846.4701

Brief Project Summary (summarize project activities and highlights in no more than 100 words):

- Provided a bus tour visiting Friars Point Museum and river port; Dockery Farms, Fanny Lou Hamer’s Memorial, Clarksdale Blues Museum and Morgan Freeman’s Ground Zero Blues Club.
- Provided a lending library of Delta texts and CDs.
- Provided a film series.
- Provided overnight bus trips to Memphis (Beale Street, Civil Rights Museum, Stax Museum of American Soul Music, and the Mississippi River Park Museum) and New Orleans (the French Quarter, Ogden Museum of Southern Art, D-Day Museum, Steamboat Natchez cruise tour and Audubon Aquarium).
- Held two beginning of the semester Welcome Back Celebrations that emphasis Delta heritage and culture.

Participation

A. Indicate the numbers of international and U.S. college/university students involved in the project:
   Total number of international students 204 non unique total for all events
   Number of U.S. government-sponsored students 0
   (ie. partially or fully funded, for example, by AID, Fulbright, etc.)
   Total number of U.S. students 93 non unique total for all events
   Number of U.S. students involved in study abroad (pre- or post-) 0

B. Indicate the number of other people involved in the project:
   Number of community members 173 non unique total for all events
   Number of primary/secondary school children 40 non unique total for all events
   Number of campus faculty/staff 169 non unique total for all events
COOP Project Final Report Form, page 2 of 4 Scale: 1=very; 5=not at all; NA=not applicable

SECTION II: Grant Preparation and Objectives

1. In designing your grant proposal, how helpful was it to (circle your answer for each item):

<table>
<thead>
<tr>
<th></th>
<th>Very helpful</th>
<th>Not at all</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Talk with NAFSA staff</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Consult with other colleagues</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>c. Use COOP Model Program List as a resource</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use COOP project final reports as a resource</td>
<td>1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>e. Apply or adapt other COOP project models*</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Other</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* models learned about through the Model Program List, conference sessions, articles on COOP-funded projects, etc.

Please comment further on what helped you prepare your project/proposal:

2. How well did the grant enable you to meet the goals and objectives defined in your proposal?

<table>
<thead>
<tr>
<th></th>
<th>1 2 3 4 5</th>
<th>NA</th>
</tr>
</thead>
</table>

Explain:
Without the COOP funding, we would not have been able to provide this program at all.

SECTION III: Project Promotion and Continuity

3. Of all your publicity efforts, list the three most effective promotional methods.
(Examples include: listserv announcements, personal invitations to individuals or student groups, posting flyers all over campus, campus or local newspaper article or advertisement, campus or local radio, etc.)

<table>
<thead>
<tr>
<th>Method</th>
<th>Target Audience</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>listserv</td>
<td>students, faculty, community</td>
<td>0</td>
</tr>
<tr>
<td>local newspaper</td>
<td>community</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Estimate how many people learned about this project through all of the promotional activities: 200

5. Did you receive inquiries from other professionals or communities interested in replicating the project?
   a. Yes, approximately 2 (provide number) b. No

6. Did you share ideas about your COOP project with others?
   a. Yes, to approx. 2 (provide number) others b. No
   If yes, please check as many as apply (be specific where blanks are provided):
   _x_ Shared with colleagues informally
   _x_ Shared with colleagues formally
   Presented at NAFSA regional conference
   Presented at NAFSA national conference
   Presented in other professional forum
   Received publicity
   Other
   I plan to present at an upcoming conference:
COOP Project Final Report Form, page 3 of 4 Scale: 1=very; 5=not at all; NA=not applicable

7. Will your project continue after the expiration of COOP funding?
   a. [ ] - If yes, please explain how it has evolved and how it will be funded in the coming year.
      Parts will. The lending library will be available, a heritage tour and welcome receptions will be continued.
   b. No - If no, why not?

8. Please describe any similar or spin-off projects that are being conducted as a result of your COOP project, indicating what office/organization is coordinating each project.
   The university wide General Education class (GST 100) will be revised to focus on Delta heritage and culture (beginning in 2006). The School of Nursing will require all freshmen to participate in Delta heritage training, and the College of Education will incorporate heritage themes into at least two of its graduate programs.

SECTION IV: Project Impact

9. Please rate how positively and describe in what ways your project impacted:

<table>
<thead>
<tr>
<th>Very</th>
<th>Not at all</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. International students:</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. US students:</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Your office or organization:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Campus environment:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Faculty and staff:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Community:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Other:</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

10. How much did this project enhance your career development? Explain

   It focused attention on the use of Delta heritage as an engagement and learning tool, and thus allowed the rest of the university to consider using heritage as a heuristic tool.

11. How strongly would you recommend that other organizations and/or institutions adopt this project or some portion of it? Explain

   [ ] 2 3 4 5 NA
SECTION V: Programming Trends and Lessons Learned

12. Do you feel any particular trends or developments (e.g., new technology, demographic changes, economic or social changes) had an impact on your project?
   a. Yes   b. 
   Please specify which trends or developments:

13. What do you consider to be some untapped resources or approaches to international exchange programming that could provide valuable new directions to a COOP project?
   I think that international programs, in general, overlook rural America. At the same time, rural America has been the source of much of the American story. Programs that include some exposure to the heritage of rural America will add to the experience that international students have during their visit.

14. Please list the three most important factors to your project’s success:
   1. the rich and significant heritage of the Delta and its nearby cities
   2. A strong international student organization
   3. Supportive faculty

15. Please list the three greatest challenges to your project’s success:
   1. finding times when student athletes and others can participate in overnight trips
   2. getting students to attend evening movies
   3. having American students sign up for trips and then not showing up

16. What should future COOP project directors keep in mind when planning their COOP projects?
   We discovered that many of our international students have similar tastes in film, museum, and discussion as their American colleagues. They tend to be very well versed in current films and have well defined tastes in music, food, videos, and experiences. They were just as hard to interest in documentaries, intellectual discussion and other learning experiences as their American compatriots.

17. How do you recommend that COOP expand or improve? Support by COOP allowed us to create an exciting program that is now being copied by other aspects of the university, and in at least one case, implemented university wide. This is a strong indication of success at our own institution. Increasing COOP support for similar projects, especially those that intend to use the international student body to help design larger scale projects, should lead to similar success elsewhere.

Thank you!
COOP FINAL NARRATIVE REPORT GUIDELINES

Directions: Use the following guidelines to prepare the narrative portion of your report. Please type the report and use the section headings listed below (Overview, Objectives, Project Calendar, etc.). In addition to providing COOP with a hard copy, please forward an electronic copy of your narrative report as a Microsoft Word and/or Excel document to coop@nafsa.org.

Overview
Briefly describe the premise of your program and program activities.
We proposed to increase our international student body by increasing the learning experiences. We specifically proposed to do this by better engaging our international students with the Delta and the communities surrounding the university. In the process, students will learn what it means to be an American today as they explore what historian James Cobb once described as The Most Southern Place on Earth.

Objectives
• What were the stated objectives of the project as outlined in your grant proposal?
Public transportation in the area around the university is near non-existent except for the occasional Greyhound bus. Few of the international students have a car, and it’s become more and more difficult to obtain a driver’s license. Many international students had not even seen the great Mississippi River which is just 20 minutes from campus. College students are in general cash-poor but this is especially so for most international students who have limited on-campus work choices. The activities in this project were specifically designed so that transportation and associated travel expenses were not an issue and all of the international students would have a chance to finally see and learn about the area that has become their home.
The International Student Association enthusiastically supported the day-long Delta tour and trips to Memphis and New Orleans and stated that more students would be able to participate with the costs being offset by the grant. The program also created a lending library of books and maps that will help students learn about the history and culture of their new home.

• Did the original objectives change during the course of the project? If so, what were the new objectives? What precipitated the change?

• Were the expectations/goals of the project accomplished? If not, why?
A few students stated that they would not be able to pay for their meals on the overnight trips. Grant support to cover their meals was cut from the approved grant and a consequence may have been fewer students participating.

Project Calendar and Events
• Include a complete list of dates, locations, and a brief statement of success for all major events.

AUGUST
20-23: international students arriving on campus; welcome bags purchased as a match to the NAFSA grant are distributed to each of the new international students by Housing
24: 1st day of class
27: 2-3pm Library Orientation & Scavenger Hunt for International Students-- 6-8pm Welcome Supper for International Students in the Student Union’s State Room
31: discuss with the Student Diversity Committee a new display of flags representing our international students’ countries

SEPTEMBER
4: International Student Delta Heritage Tour, 9-4:30: saw and heard about the Mississippi River (Friars Point), Blues (Dockery Farms) and Civil Rights (Fanny Lou Hamer’s grave) in a day-long bus tour of the area with lunch at Ground Zero – Morgan Freeman’s Blues Bar in Clarksdale.
9: Delta Film Series in the Archives at 7pm: Oh Brother, where Art Thou
17: annual Rice Luncheon – a buffet-style luncheon for students and the whole community – 201 ways to serve rice!
18: DSU’s annual “pig pickin’” barbecue social event
21: ISA meeting: discuss NAFSA grant, countries’ flag display and movies to watch
23: Blues harmonica player Billy Gibson at the Airport Grocery: free for international students!

OCTOBER
20: fall break begins at 5pm
NOVEMBER
4: discuss with the SGA Multicultural Affairs Committee Chair the new display of flags representing our international students’ countries
15-19: International Education Week: several students setup information tables about their countries in the Student Union
17: Bonnie Brown, International Student Advisor, discusses DSU’s international student group and NAFSA grant to the Rotary during their International program luncheon
25: international students invited to Brown’s home for traditional Thanksgiving dinner

DECEMBER
13: semester ends

JANUARY 2005
7-10: international students arrive on campus; welcome bags purchased as a match to the NAFSA grant are distributed to new international students by Housing
11: Classes begin
21: International Student Welcome Back Supper in the Student Union’s State Room

FEBRUARY
19: Blues Bash at the Airport Grocery with free admission for international students

MARCH
20: depart to New Orleans, watch the movie New Orleans (about New Orleans in the 1920s) on the bus; check into hotel, city orientation and tour
21: walking tour of French Quarter, Natchez Steamboat Jazz and educational cruise, Audubon Aquarium of the Americas, evening of French Quarter jazz
22: Ogden Museum of Southern Art, D-Day Museum, walking tour of St. Louis Cemetery
23: depart from New Orleans

APRIL
14: lunch time Blues Presentation in the Archives for students and community

MAY
5: International Flag Display Opening Luncheon Reception
13: semester ends

• What materials or products were developed that would be of use in other communities/on other campuses? (Enclose two copies of each.)

Project Promotion and Publicity
• Discuss the process of planning for program promotion and publicity.
The Delta Center has an excellent relationship with the local newspaper and television stations. The newspaper ran several short articles and photographs about the program’s activities.

• Please list all methods of publicity used for this project such as press releases; campus public relations office; campus or community newspapers; local radio or television; flyers or brochures; and e-mail, listservs, or websites.

• Include information on the frequency of project publicity.

• Attach a copy of any major article, brochure, bulletin, etc.

Evaluation
Please provide full information in this section of the narrative report, even if you have answered a similar question on the Final Report Form. The Narrative Report will be distributed to others interested in replicating this project, while the Final Report Form allows COOP to evaluate the program over time. Your responses will help COOP develop a list of Lessons Learned and expand the COOP series of Tips Sheets.
• Describe the most successful and rewarding aspects of the project.
  Increased awareness of the international students on campus and in the community

• What were the program’s shortcomings?
  Disappointing student turnout to the movies and trips.

• What benefits did the international student participants, U.S. students, the college or university (generally or specific campus offices), the community, and others derive as a result of this program?
  Increased awareness and sensitivity of the special needs of the international students. Learning that diversity is not just a black/white issue. Pride of place, whether it’s your home country or the place you call home.

• What changes in institutional priorities, programs, or processes have or will result from the project?

• What continuing activities have or will result from the project?
  As described earlier, several university programs have incorporated, or will be incorporating similar approaches to Delta heritage and pride of place. This is especially important in this poor and economically challenged region.

• What planned elements or adjustments were necessary for successful implementation?

• What changes would you make if you or others were to repeat the project? Work more closely with the athletic coaches on scheduling events so that more international students would be able to participate.

• If you could do this project over again, would you? Why? Yes, we would do it again gladly. I believe that participants will be providing so much word of mouth publicity that we will be asked to do it again even without funds, although many students will not be able to pay their own costs.

• What else would you add to the COOP Lessons Learned list and Tips Sheets?

• Provide a blank copy of the evaluation form(s) used to assess the program. Include summary statistics of responses AND a summary of participants’ comments.

Personnel and Administration
• List all those who assisted with the project in a significant way including any advisory board.
  Luther Brown, Bonnie Brown, David Dallas

• Please provide the name, position, role/function, of each individual, and information regarding the frequency of any group planning/advising meetings.
  Pauline Rukwado, President of International Student Association: Pauline discussed the opportunities provided by the grant to the international students at their meetings and on e-mail.
  Daniel Kartsev, International Student Assistant: assisted in all of the grant supported functions.
  Bonnie Brown, International Student Advisor & Project Assistant: helped coordinate the grant supported functions and built the web page chronicling the activities http://ntweb.deltastate.edu/VP_Academic/brown/ISA/ISA_Home.htm.
  Jolana Gibbs, Chair of the Student Government Association Multicultural Affairs Committee: student who took the idea of having a display of our international students’ flags and made it happen.
  Dr. Wayne Blansett, Vice President for Student Affairs: Approved use of Student Union for international flag display, International Week activities and welcome back suppers.
  Dr. John Thornell, Provost/Vice President of Academic Affairs: approved in-kind support for the grant.
  Dr. Bob Ragan, Rotary Club International Chair: lobbied for donation to the international program.
  Dr. Luther Brown, Director, Delta Center for Culture and Learning: participated in all experiences and presented tours and lectures.
  David Dallas, Director of the Bologna Performing Arts Center at DSU: participated in the New Orleans trip and provided lecture and film advice.

• Note successful strategies in involving students and/or volunteers in project implementation.

Closing Remarks
In the spirit of improving the COOP Program, you are invited to make comments or suggestions which you feel were not addressed in the previous questions.
Directions: Please type. Use or recreate the following financial summary chart. Include appropriate and complete documentation of expended COOP funds. This is required before final reimbursement can be made. Please contact COOP staff if you have questions about appropriate documentation. You must list any and all cash and estimated in-kind contributions. You are not required to submit documentation of cash and in-kind contributions, but must be able to provide it if requested.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>COOP Funds Granted*</th>
<th>COOP Funds Spent</th>
<th>Variance</th>
<th>Cash Contributions</th>
<th>In-kind**</th>
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<td>199.90</td>
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<td>Museum entrance fees</td>
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<td>books/CDs</td>
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<td></td>
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<td>Project Director</td>
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<td>Project assistants</td>
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<td>International Student Assistant</td>
<td></td>
<td></td>
<td></td>
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<td>Meals, snacks &amp; water for trips &amp; movies</td>
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<td>Welcome Bags for new students</td>
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<tr>
<td>International Flag Display Reception</td>
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<td>Total</td>
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<td>1974.89</td>
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<td>20987</td>
<td></td>
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</tbody>
</table>

*If the project budget was revised, please list the final COOP-approved budget.

**In-Kind contributions refer to the dollar value of items that are not actual dollar contributions, e.g., office space, volunteer work, donated paper supplies, etc.

Contributions

- Please estimate how many volunteer hours donated to the project by yourself, other faculty, staff, community volunteers, or others: 642 for project director, assistant & international student assistant; about 100 hours for community & others

- Please estimate the "dollar value" of these hours (e.g. your hourly wage multiplied by the number of hours volunteered = dollar value): $19,318

  Note: This amount should be included in the financial summary chart under In-kind contributions.

- Please list the sources of cash contributions listed on the budget summary: Rotary Club, Luther Brown, Kirk Povall, Dan Bell, Hugh Ellis Walker, Ephs Women's Club,

- Please list the sources of in-kind contributions listed on the budget summary: Delta State University

I certify to the best of my knowledge that this report is correct and complete and hereby authorize this report.

Financial/contracts officer signature: ___________________________ Date: ________________
Name: Margaret Kelly Title: Accounting Specialist Tel: 662.845.4006
Project director signature: ___________________________ Date: ________________
Name: Dr. Luther Brown Title: Director, The Delta Center for Culture and Learning Tel: 562.846.4312

Note: Grantees may request an initial advance for a maximum of half the total award. Use this form only if you wish to receive an additional advance.

Directions: This form must be submitted before an additional advance can be made. Please type. Use or recreate the following financial summary chart. Include appropriate and complete documentation of expended COOP funds. Please contact COOP staff if you have questions about appropriate documentation.

Budget Item
COOP Funds
Granted*
COOP Funds
Spent to Date

Totals
*If the project budget was revised, please list the final COOP-approved budget.

I certify to the best of my knowledge that this report is correct and complete and hereby authorize this report.
Financial/contracts officer signature: Date:
Name: ___________________________ Title: ___________________________ Tel: ___________________________
Project director signature: Date:
Name: ___________________________ Title: ___________________________ Tel: ___________________________

I request an additional advance on the grant award in the amount of $________
Project director signature: Date:
Name: ___________________________ Title: ___________________________ Tel: ___________________________
Final Report: Operating and Project Grants

- Copy as needed.
- Please type.
- Please confirm that you are using the Final Report for the program in which your grant was awarded.
- Mail this form to the Mississippi Arts Commission, 239 North Lamar Street, Suite 207, Jackson, MS 39201, postmarked within 30 days of finishing your project or by May 30, whichever comes first. You will receive your final grant payment after we receive, review and approve your completed report.

1. Organization Delta State University
   Grant number 05-211-MH/PG

2. Mailing address Box 3152
   City Cleveland
   State MS
   Zip 38733

3. Project director Luther Brown
4. Title of project

5. Day phone 662-846-4311
   Evening phone 662-846-5161
   Fax 662-846-4701

6. Project start date (month/day/year) 9/1/2004
   End date (month/day/year) 3/1/2005

7. Did you make any significant changes in your project from what was described
   in your original application? ☐ Yes ☐ No

8. If you made significant changes, did you get approval from the Commission
   before you made the changes? ☐ Yes ☐ No

9. Was the Arts Commission credited in your printed materials and publicity? ☐ Yes ☐ No

10. Did you tell your legislators about this grant? ☐ Yes ☐ No

11. Project Documentation
    If necessary, what kinds of documentation can you make available for Commission purposes (such as newsletters
    or workshops)? ☐ Photographs ☐ Video tape ☐ Audio tape

12. What types of publicity did you use to promote this grant?
    ☐ Television ☐ Radio ☐ Newspaper ☐ Home page on the World Wide Web
    ☐ Direct Mail ☐ Posters ☐ Fliers ☐ Other (specify)

13. Success Stories: Please tell us about an outcome or achievement of which you are particularly proud. Describe it briefly in the space provided.

While this grant proposal was not fully funded by the Mississippi Arts Commission, the outcome far exceeded our expectation. For example, the Thomas Brothers performed for over 7500 students and faculty in 19 individual schools. The final performance was held at the Bologna Performing Arts Center on the Delta State University Campus and 10 schools were represented with over 1100 students and faculty in attendance. As a result of the success of this program, the Tri-State Educational Foundation has funded a Blues education program for this coming school year (2005-2006) at a rate of $13,500.
14. **ATTENDANCE:** Please refer to your *Guide to Itemizing Attendance* submitted with your application. How did you do? Compare your projected figures to your actual figures achieved at the end of the grant period.

<table>
<thead>
<tr>
<th>Projected figures for grant period:</th>
<th>Actual figures for grant period:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of project(s)</strong> funded by this grant, such as a concert, festival, publication*, board training, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Number of events you projected for this year:</strong></td>
<td><strong>Number of attendees you projected for this year:</strong></td>
</tr>
<tr>
<td>performance</td>
<td>20</td>
</tr>
</tbody>
</table>

*If the project included a publication, please count directories, monographs, literary works, and research on the arts. Show the number of publications distributed under “Total adults” and/or “Total youths under 18.” Do not count programs, exhibition guides/catalogues, promotional materials (such as invitations and printed brochures), or newsletters.

15. **NARRATIVE REVIEW:** Now refer to the narrative you submitted with your application; how closely did your original plans meet the outcomes? Please answer the following questions, intended to assist you in presenting a thorough overview of this project. Please use no more than two pages.

See Attached for A. B. C. D.

**A. Goals and Outcomes:** What were your goals for the project? Did you achieve them? How did they meet the Commission’s goal of strengthening Mississippi communities through the arts? What results/outcomes did you see happen as a result of this grant? Are they in keeping with your intended outcomes?

**B. Quality of Project Activities and Their Artistic Excellence:** What strategies/activities did you use to achieve your goals and outcomes? How did you plan for/evaluate this project? How did you promote/publicize this grant? What standards were used to assure high artistic quality of the activities and the artists involved? If this grant was for a project that was not an actual arts activity, how will it support high artistic quality in future work?

**C. Public Participation and Access:** How did you make your project accessible to all people in your community, especially those who are traditionally underserved by the arts? How did you include the public in planning and evaluation of this project? If group planning and producing of this project doesn’t reflect the demographics of the community served, please explain why not. What efforts were made to include your community’s economic and racial diversity in this project?

**D. Ability to Carry out the Project:** Who were your partners in this project? Please include all artists and administrators involved. Was it a successful collaboration/partnership? How would you describe your community support as regards this project? Look back on the project and reflect on its success as well as any disappointments and challenges. Are you pleased with your outcomes? Would you
do anything differently if you were to do this project, or something similar, again?
**BUDGET REPORT:** Your fiscal year begins (month/day) 7/1 and ends (month/day) 6/30

Please itemize each line item on a separate page. *Unless your grant is for Operating Support, show only the income and expenses related to the project described in the application.*

<table>
<thead>
<tr>
<th>16. Cash expenses -- itemize on a separate page</th>
<th>Cash match</th>
<th>MAC grant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel (staff):</td>
<td>Administrative</td>
<td></td>
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<tr>
<td></td>
<td>Artistic</td>
<td></td>
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<tr>
<td></td>
<td>Technical/production</td>
<td></td>
<td></td>
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<tr>
<td>2. Outside fees (contractors):</td>
<td>Artistic</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
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<tr>
<td>3. Space or equipment rental:</td>
<td></td>
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<tr>
<td>4. Travel:</td>
<td>Transportation</td>
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<tr>
<td></td>
<td>Food</td>
<td></td>
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<tr>
<td></td>
<td>Lodging</td>
<td></td>
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<tr>
<td>5. Marketing:</td>
<td>Printing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>6. Remaining expenses:</td>
<td>Postage</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Telephone</td>
<td></td>
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<tr>
<td></td>
<td>Supplies/materials</td>
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<td></td>
<td>Insurance</td>
<td></td>
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<td></td>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Total cash expenses (must not exceed total cash income)</td>
<td>$</td>
<td>$3929.00</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Cash income -- itemize on a separate page</th>
<th>Cash</th>
<th>In-Kind**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revenue:</td>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earned Income</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other revenue</td>
<td></td>
</tr>
<tr>
<td>2. Private-sector support:</td>
<td>Corporate contributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation grants</td>
<td>5000.00</td>
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<tr>
<td></td>
<td>Other private contributions</td>
<td></td>
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<tr>
<td>3. Government support:</td>
<td>Federal</td>
<td></td>
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<tr>
<td></td>
<td>State/regional (other than MAC grants)</td>
<td>4600.00</td>
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<tr>
<td></td>
<td>County</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Municipal</td>
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<tr>
<td>4. Grantee cash:</td>
<td></td>
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<tr>
<td>5. Portion of this grant already received:</td>
<td>2946.75</td>
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<tr>
<td>6. Remainder of this grant due:</td>
<td>982.25</td>
<td></td>
</tr>
<tr>
<td>9. Total (must equal or exceed total cash expenses)</td>
<td>$13,529.00</td>
<td>$</td>
</tr>
</tbody>
</table>

**Defined as the cash value of goods and services contributed by sources other than the grantee organization, such as work done by volunteers or donated office space. You must be able to produce records of in-kind contributions.**
A QUICK RECAP  Once you have submitted your final report, we will compile your figures and statistics for our final reports, to the National Endowment for the Arts and the Mississippi Legislature, among others. To assist us, please answer these few remaining questions:

18. Racial composition: Please indicate, in percentages, the racial composition of those who took part in this project:

20% White + 80% African American + % Native American + % Hispanic + % Asian = 100%

19. Youths under 18: How many youths under 18 were served by this grant? 8550

20. Total participants: How many total individuals were served by this grant? 8600
(This figure will be all youths under 18 as well as all adults. Refer to your Attendance Report, page 2.)

21. Free/discounted admissions: How many individuals received free or discounted admission to events supported by this grant?

Adults + Youths under 18 = Total receiving free/discounted admission: 8600

22. Newsletters/announcements: How many individuals received newsletters, announcements, or other promotion/publicity materials supported by this grant? 29

23. How many schools benefited from performances, docent tours, demonstrations, lectures, teacher training, teacher guides, or other services supported by this grant? 29

24. Total grant spent: Did you spend the entire grant amount awarded to you? If yes, enter the full amount of this grant; if no, enter the amount spent. $3929

25. Total income: What was your total Income for this project? (Refer to line 9 on your Income Report, page 3) $13529

26. Paid project/program personnel
a. How many people including artists were paid for services related to the project? 2
b. Of these, how many were artists? 2

27. Volunteer project/program personnel
a. How many people including artists volunteered services related to the project? 1
b. Of these, how many were artists? 0

28. Arts Education grants only: How many teachers/educators/administrators received training through this grant?
K-5 teachers + 6-12 teachers + Arts specialists + administrators = total teachers/educators: 0

29. Teacher Training: Did any aspect of this project, regardless of the Program area, offer training for teachers and/or educators? If so, describe it briefly in the space provided.

Staff use only: Flag
30. **CHECKLIST**

Before you submit your final report, double-check to make sure that you:

- ☐ used the correct Final Report Form (in other words, you did not use a form for Arts Education to report on a project in Mississippi Heritage);
- ☐ filled in all the appropriate blanks;
- ☐ completed your budget page;
- ☐ attached a budget itemization (for operating or project grants);
- ☐ answered all narrative questions;
- ☐ attached all appropriate supplementary materials, such as one copy of a letter to your legislator, sample promotional materials, and other items like programs, teacher guides, planning reports and surveys. Please be selective. We welcome photographs, but please do not send tapes unless requested.
- ☐ obtained original signatures (in ink) from the authorizing official and project director (see below); and
- ☐ for operating grants only: update your figures for the benchmarks that you submitted with your application (see page six of this final report form for details).

**Benchmarks for Operating Grantees only**

This form is intended to help your organization reflect on your accomplishments this past year. In your initial application, you set benchmarks for your performance during the grant period. Looking at your benchmarks submitted with your application, compare what actually happened throughout the year with these benchmarks. Record the results of this comparison on the chart below. Please be honest. This tool is designed to help you.

<table>
<thead>
<tr>
<th>Benchmark/Performance Indicator</th>
<th>This year-projected</th>
<th>This year-actual</th>
<th>Next year-goal</th>
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<tbody>
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</table>
31. **REMEMBER:**
Mail this form and other requested materials to the Mississippi Arts Commission, 239 North Lamar Street, Suite 207, Jackson, MS 39201, postmarked within 30 days of finishing your project or by May 30, *whichever comes first*. You will receive your final grant payment after we receive, review and approve your completed report.

Please do not return this report in a three-ring binder; include only your best representative supplementary materials bound with a paper clip or rubber band; do not use page protectors or folders of any kind.

Thanks!

**CERTIFICATION:** The Authorizing Official and Project Director hereby certify that the information contained in this final report, including all attachments, is true and correct to the best of our knowledge.

*Authorizing Official signature* (in ink) ____________________________ Date __________

Name  Day phone  -  -

*The authorizing official should be the same official who signed your grant application and grant contract. If there has been a change, please document it on a MAC Grant Change Form or on your organization’s letterhead and submit with this final report.*

*Project Director signature* (in ink) ____________________________ Date __________

Name  Day phone  -  -
NARRATIVE REVIEW

A. Goals and outcomes: The goals of the project were threefold; to provide an educational venue to explore the evolution of the blues, to trace it’s from the Mississippi Delta to the northern cities, and demonstrate how it has been incorporated into other music genres. These goals were met and served to strengthen the school communities by informing the students and faculty of the rich heritage of blues music that originated in the Mississippi Delta. The grant helped us reach over 8500 students and 26 school systems that are mostly minority and underserved. This was consistent with the goals of the project.

B. Quality of Project Activities and Their Artistic Excellence: A series of one hour performance/ teaching sessions was conducted in the schools. An evaluation form was filled out by students and faculty that attended the performances. Working with the Principals of the schools performances were scheduled at least two weeks ahead. The performances were conducted by Frank and Eddie Thomas who have considerable experience in Blues and Jazz music.

C. Public Participation and Access. Programs were planned and contacts were made with the schools by the Thomas Brothers and the Delta Center for Culture and Learning. All students and faculty in the schools had access to the program. The school system as a whole reflected the cultural diversity of the community and most of the students served in this project were minority.

D. Ability to Carry out this Project: The personnel involved in this project were Dr. Luther Brown, Director of the Center and Learning; Dr. Henry E. Outlaw, Program Associate in the Delta Center for Culture and Learning and Frank and Eddie Thomas, musicians. Three partners in the project were the Delta Center for Culture and Learning, Frank and Eddie Thomas, and the school districts. This partnership proved to be a very good one to support the goals and outcomes of the project and support by the school community was excellent. The partners judged the project to be a huge success in terms of enthusiasm and participation and far exceeded our expectation. One of the funding agencies in project, The Tri State Educational Foundation, has recently provided funds($13,500) to support blues education through teacher workshops, performances and scholarships for members of the Delta State University Blues band for the 2005-2006 school year. Accordingly, we are very pleased with the results of this project. While there were no disappointments, the one challenge that presented itself was performing in many gymnasiums which presented some acoustical problems.
MAC Expenditures:

**ARTISTIC:**
- Thomasfilms, Inc 11/02/2004  725.00
- Thomasfilms, Inc 12/13/2004  3,000.00
  **Total**  3,725.00

**Transportation:**
- Thomasfilms 11/02/2004  154.75

**Postage:**
- DSU physical plant 11/22/2004  49.25
Section I

Institution:
Delta State University – Delta Center for Culture and Learning

USM Contract Number:
1751-A-01

PERIOD COVERING
(please check one)

☑ November 1, 2003 – December 31, 2003
☐ January 1, 2004 – June 30, 2004
☐ January 1, 2005 – June 30, 2005

Person Completing This Form:
John Martin

Address: 130 Ewing Hall
P.O. Box 3152
Cleveland, MS 38733

E-mail Address:
jmartin3@deltastate.edu

Phone:
662-846-4328

Fax:
662-846-4701

Section II – Participant Numbers

<table>
<thead>
<tr>
<th>Lighthouse Partnership Program</th>
<th>Participant Numbers for Current Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td># of service-learning courses directly working with the after-school program</td>
<td>4</td>
</tr>
<tr>
<td># of college students engaged in those service-learning courses</td>
<td>40</td>
</tr>
<tr>
<td># of direct service hours by those college students</td>
<td>350</td>
</tr>
<tr>
<td># of K-8 students tutored in the after school program</td>
<td>22</td>
</tr>
<tr>
<td># of adult volunteers engaged in after-school programs</td>
<td>20</td>
</tr>
<tr>
<td># of hours by adult volunteers</td>
<td>160</td>
</tr>
</tbody>
</table>

Service-Learning Programs Campus Wide

| # of service-learning courses campus wide | 33 |
| # of college students engaged in service-learning courses campus wide. | 615 |

Service-Learning Presentations

| # of service-learning workshops/presentations you/partners have conducted | 4 |
| of attendees at workshops/presentations | 100 |
Section III – Summary of Progress Towards Program Goals and Objectives

Please address the following in as much detail as possible:

State-wide Goals and Objectives

A. Please describe your partnership activities that have been conducted to support and accomplish the following statewide goal: Elementary and middle school students who participate in the Lighthouse Partnerships after-school program will show an increased awareness of their role as a citizen by demonstrating an increased connection to the community and increased civic awareness and efficacy. Specifically, please describe the civics curriculum and how it connects with the Mississippi social studies curriculum framework and how the program is utilizing the college students as civic tutors.

During this reporting period, most of the activities designed to increase students’ connection to the community were civic engagement projects. The middle-school students involved with the Lighthouse After-School Program at Delta State University participated in a number of direct service projects and helped organize and coordinate a school-district wide recycling campaign.

The Painting the Dream Project was the first of these events. It took place on Martin Luther King Jr. Day in January, when the Lighthouse Program teamed up with Delta Volunteers and the Cleveland Youth Council, partnering organizations, to paint a dilapidated home in a low-income community in Cleveland, MS. More than 40 volunteers from Delta State and the surrounding communities came out to help with the project, and the middle-school students too a break to attend the MLK Day Parade in downtown Cleveland.

The Delta Photo Roadshow, the second community-based project, lasted most of the spring semester. Funded by a $10,000 Save Our History grant from the History Channel, the project engaged the middle-school students by having them explore the heritage of Cleveland as shown in historic photographs. Images were collected from the family collections of Bolivar County residents, who were invited to submit their photos during the Roadshow Day on April 2. Under the guidance of professional photographers and scholars, the students helped to evaluate the images for historical content and conducted oral history interviews with the community members who submitted the photographs. As part of the project, the students had received training on the social and academic value of oral history and how to interview people about their personal histories. In the weeks that followed, the students worked with photocopies of the photographs, colorizing them during their arts instruction and pairing them with excerpts from the oral histories. The final products include collages arranged by the students and a pictorial history booklet that will be published by the end of July. Every phase of this successful Save Our History project provided valuable exchanges between the students, the community, and the university.

For National Youth Service Day, the middle-school students established a PEERS group (People Encouraging Everyone to Do the Right Stuff) at their school to coordinate “I Love Cleveland, I Recycle,” a district wide recycling campaign. Each school in the district formed its own such group for the project, which culminated on Saturday, April 23, when all the students involved gathered for a daylong project to promote recycling in the district and the community. The more than 100 DSU and Cleveland School District students who attended the event painted plastic recycling bins and participated in a Recycling Day program that featured several guest speakers and students performances celebrating recycling. The recycling bins have been distributed to the participating
schools in the district. This project was funded by a DisneyHand Mini-Grant, awarded specifically for National Youth Service Day.

B. Please describe your partnership activities that have been conducted to support and accomplish the following statewide goal: The Mississippi Higher Education Consortium will improve the service-learning infrastructure and capacity at Mississippi's institutions of higher education. Specifically, please indicate how service-learning activities and practitioners have been recognized for their efforts, your progress towards completing Furco's self-assessment planning guide, and your progress towards institutionalizing service-learning on your campus.

The Office for Community & Student Engagement at Delta State University has released a new reporting mechanism to track service-learning hours DSU students perform each semester. The DSU Service-Learning Hours Log, developed during the spring semester 2005, has been distributed to all faculty who practice service-learning in their courses. The reports that have been returned show that service-learning students at DSU completed more than 44,000 hours during the 2004-2005 academic year. This reporting system will continue to be developed and utilized in coming semesters.

More than 150 service-learning students who completed the minimum service hours required for their courses received certificates recognizing their participation during the spring semester. Students in each course who were considered exemplary service-learners received an additional award recognizing outstanding achievement in the field. This is the second semester that this recognition has been given to students.

Another faculty development seminar on service-learning has been scheduled for October 2005. This workshop will focus on how service-learning can be applied to oral history projects. A team of oral history experts who also practice service-learning will lead the workshop, which is being organized by Beverly Moon, the DSU Faculty Liaison for Service-Learning, with funding from a mini-grant from the Center for Community & Civic Engagement. Also, the Furco self-assessment survey has been adapted to a multiple-choice format that will be sent to all faculty at Delta State at the beginning of the fall semester. Initial feedback from this survey will be used in fine-tuning the faculty development seminar, and another Furco survey will be disseminated following the workshop to gauge its efficacy.

C. Please describe your partnership activities that have been conducted to support and accomplish the following statewide goal: Local communities will build or strengthen existing Lighthouse to provide quality after-school programs. Specifically, please indicate your efforts towards creating a sustainability plan and how the partners of the Lighthouse Partnership are working together.

The DSU Lighthouse Program partnered with several community agencies during this reporting period, increasing its visibility in the Cleveland community and establishing deeper ties with the Cleveland School District. The "I Love Cleveland, I Recycle" project organized for National Youth Service Day brought together community members, school district administrators, and county officials, all working together with Lighthouse students to create a district-wide recycling program. This project increased awareness of the Lighthouse Program not only among district administrators but also among the faculty at individual schools within the district. The project elicited involvement of teachers at both Eastside High School and D.M. Smith Middle School, the Lighthouse Program's educational partner. Elizabeth Young, an English teacher at D.M. Smith, served as the faculty sponsor of the PEERS club (People Encouraging Everyone to Do the Right Stuff), organizing and supervising meetings of the PEERS group at D.M. Smith. The Eastside High School Science Club, under the guidance of science teacher Mary Newsom, participated in the project by painting recycling bins.
Encouraging district teachers and officials to participate in Lighthouse-sponsored events is one of the primary aims toward creating a sustainability plan for the after-school program. District support of the Lighthouse Program will be crucial in ensuring its continuation and success beyond grant support from Learn & Serve America. The Lighthouse Program also invites school district officials and community members to culminating events such as exhibitions of the middle-school students' artwork. The Delta Photo Roadshow culminated in May with a DSU Capps Archives Gallery exhibit of the collages that the students arranged using copies of the photographs they collected and colorized during the weeks before. The opening was well-attended by DSU faculty and school district officials, including assistant superintendents Gail Cheney and Cathy Bishop. Afterward, Cheney remarked in an email, “I took the 3 magnet grant evaluators by to see the students’ exhibit at Capps today....they were soooo impressed. I really appreciate what you and your staff have done for our students this year!!”

In July, the Lighthouse staff will meet with school officials to discuss how the district can further develop its support of the Lighthouse Program.

D. Please describe your partnership activities that have been conducted to support and accomplish the following statewide goal: The Mississippi Higher Education Consortium subgrantees and other postsecondary faculty/staff, K12 teachers, students and community/faith-based organization staff will participate in trainings and professional development seminars that will focus on topics such as service-learning; community/campus partnerships, and connecting history, civics, and service.

Five DSU faculty attended the 2005 Gulf South Summit on Service-Learning in Cocoa Beach, FL, in June. During the three-day conference, the faculty participated in workshops ranging from cross-cultural interaction based on interstate partnerships to practices of critical reflection in service-learning to environmental service-learning and community engagement, as well as many others. Keynote speakers included Ed Zlotkowski, professor of English at Bentley College, Michelle Dunlap, associate professor of Human Development at Connecticut College, and Paul Elsner, chancellor emeritus at Maricopa Community College.

John Martin, DSU Coordinator for Community & Student Engagement, participated in the Gulf South Summit as well as two quarterly Lighthouse training seminars during this reporting period. The trainings featured workshops on grant writing, sustainability, results of civic engagement surveys conducted with Lighthouse participants, and CPR/first aid training. No faculty development workshops on service-learning were held during the Spring 2005 semester. A workshop exploring methods of integrating service-learning and oral history was postponed from its original date April and has been rescheduled for October.

E. Please describe your partnership activities that have been conducted to support and accomplish the following statewide goal: College students enrolled in a Mississippi Higher Education Consortium (MHEC) service-learning course will demonstrate a better understanding of active citizenship with an increased knowledge of civics and positive intentions/attitudes towards civic action, interpersonal and problem solving skills, political awareness, leadership skills, social justice, and diversity. Specifically, please describe the service-learning courses participating in the Lighthouse Partnership program and how they are implementing the online civic engagement seminar.

The college students participating in the Lighthouse Program during this reporting period were more directly involved with the middle-school students than in previous semesters. This was the first time that a service-learning course has been entirely devoted to the after-school program. A regular rotation of 15 students from Dr. Beverly Moon's English Composition class helped to tutor the D.M. Smith students every Monday and Thursday. The college students were actively involved in planning and leading warm-up activities and designing practices to make the tutoring sessions more effective. Many
of these students participated in the direct service projects held during the Spring 2005 semester. A team from the course performed a skit for the National Youth Service Day recycling program and helped paint recycling bins afterward.

The intensive involvement of these students helped them to better understand the importance of the role service-learning and civic action play in sustaining grants-based and non-profit initiatives such as the Lighthouse Program. They also gained a deeper understanding of the social issues affecting the students that the program serves, most of whom come from low-income neighborhoods. All of the students wrote research papers based on their experiences with the Lighthouse Program. In addition, service-learning students from three other courses were involved with the program in some way during this reporting period. An art education class provided volunteers to help with the arts component of the after-school program. Students from a social work class and another English Composition class helped out as part-time tutors.

The civic engagement seminar, which was not used during the Spring semester, will be reincorporated into the curriculum for "Volunteering in the Community," a social work course that sends DSU students as service-learning volunteers to various community agencies. The instructor of this course has expressed interest in using the seminar to bolster the course curriculum and reflection discussions.

Local Goals and Objectives
Please list and describe progress toward your local goals and objectives

Primary Accomplishments --

ACCOMPLISHMENT 1: Painting the Dream Project, MLK Day – Most of the accomplishments this reporting period came out of several direct service projects organized through the Lighthouse Program and Delta Volunteers, the clearinghouse for all service activity at Delta State. More than 40 volunteers helped paint a house in a low-income neighborhood in Cleveland, MS, for Martin Luther King Day. This the best attended MLK Day project that Delta Volunteers has ever organized.

ACCOMPLISHMENT 2: Delta Photo Roadshow, Save Our History project – The Delta Photo Roadshow was planned as a collaborative project involving the Lighthouse Program, the Delta Center for Culture & Learning, and the DSU Archives Department. It ended up being a much bigger project that brought together the greater community of Bolivar County as well as professional documentary photographers, artists, and museum curators. The project collected more than 1,000 images from local family photo collections, and the Lighthouse students produced a successful archives gallery exhibit based on those images and the stories recorded about them in oral histories the students conducted. The History Channel selected the Roadshow as a model for a project guide section on how to archive community photographs.

QUOTE: "I took the 3 magnet grant evaluators by to see the students' exhibit at Capps today....they were soooo impressed. I really appreciate what you and your staff have done for our students this year!!" –Gail Cheney, Assistant Superintendent, Cleveland School District.

ACCOMPLISHMENT 3: "I Love Cleveland, I Recycle," National Youth Service Day – More than 100 Cleveland schoolchildren, teachers, administrators, and DSU faculty and students contributed to this project coordinated by the AmeriCorps*VISTA members working with Lighthouse Program. The project put 49 recycling bins in three schools in the Cleveland School District. Lighthouse students and other volunteers
gathered on the Saturday of National Youth Service Day to paint the bins. Money raised from recycling will go directly to the schools participating in the project.

**Partnership/Collaboration Information** – The DSU Lighthouse Program did not establish many new partnerships. Instead, this reporting period it focused on strengthening its existing partnerships. The program worked with the Cleveland Youth Council (CYC) and the Cleveland School District to organize the National Youth Service Day Project. The CYC is an organization funded by the Kellogg Foundation that engages teen leaders in all segments of the community in efforts to empower youth voice. The CYC also partnered with Lighthouse on the MLK Day project. A new partnership was established with Dahomey National Wildlife Refuge. The refuge manager guided the Lighthouse students on a nature walk and presented a lesson on trees.

**Primary Challenges Encountered** – Most of the challenges encountered during this reporting period were related to scheduling conflicts with another after-school program that began at D.M. Smith during the winter. At the beginning of the semester, the administration pulled about half of the Lighthouse students out of the program two days a week and sent them to a 21st Century after-school program designed to improve their test scores. This switch made attendance, which had been steady and growing throughout the fall, much more sporadic on those two days. The situation seemed to give some students the impression that they could come to Lighthouse whenever they felt like it, making it difficult to predict how many students would show up on a given day. We addressed the shortages on some days by recruiting more students, but the students who had left the program returned every so often, which made transportation difficult because of overcrowding. At one point in the semester, the principal indicated that she was thinking about suspending all extracurricular activities, including the Lighthouse Program, to focus on test preparation. Although she never resorted to this extreme, the prospect that the program might be sacrificed for more test prep is certainly a major concern.

Another challenge has to do with administrative support at the school. The principal at D.M. Smith Middle School, the educational partner for the grant, was transferred to another school in the district. So once again, the DSU Lighthouse Program is faced with the challenge of adjusting to a new administration. There has also been a sudden upheaval in the school district’s leadership. Gail Cheney, who has been so supportive of arts-based initiatives including Lighthouse, decided to retire in June, and her replacement has not been named. Meetings will be scheduled with these new administrators to figure out how the Lighthouse Program needs to adjust to these changes.

**Primary Training and Technical Assistance Needs** – Right now, no training or technical assistance is needed. The DSU Office of Community & Student Engagement might need assistance putting together the faculty development workshop on service-learning scheduled for October. If this is the case, the coordinator will contact the Center for Community & Civic Engagement.

**Changes in Program Organization** – John Martin, the Lighthouse Coordinator and Service-Learning Director at Delta State, is leaving at the end of July to attend graduate school fulltime. His position is being renewed, and the Delta Center for Culture & Learning, the primary partner for the Lighthouse grant, is searching for candidates to fill it. Also, Rose Hurder, an AmeriCorps*VISTA member working with Lighthouse, will be leaving when her term expires in July. Another VISTA, Debbie Williams, has been hired through the DSU Center for Community & Economic Development and will begin working with the program at the end of August.

Looking toward the future, plans have been made to split the position of Coordinator for Community & Student Engagement into two positions: a full-time Service-Learning Director position and a full-time Lighthouse Coordinator. To do this, it will be necessary to change the Lighthouse Partnership grant agreement to fund part
or all of the salary for the Lighthouse Coordinator. Delta State will continue to pay the full salary of the Service-Learning Director.

Federal Work Study – The Lighthouse Program continued to use two Federal Work-Study students to work as tutors and assistants to the site supervisors.
1. Background Information

Names of people who have received funds or volunteered through your program in the past year.

a. Faculty who have been compensated by your program: N/A
b. Faculty who have had all or part of their expenses paid while teaching courses or offering non-credit workshops (specify courses or workshops, and give number if applicable): Dr. Macklyn Hubbell; Civics course taught through the Cleveland School District from January 2005-May 2005 (five days a week).

c. Administrative Faculty, including yourself and any others
   i. Sarah Leonard, Coordinator
   ii. All employees covered by administrative indirect costs

d. Other professional and support staff

e. Undergraduate and Graduate students who have been paid or had their expenses paid through your program

f. Undergraduate and Graduate students who volunteered through your program

g. Community volunteers, and any other staff members
   i. Devontavies Brown
   ii. Ellie Brown
   iii. Demaris Cassibry
   iv. Jeremy Chatman
   v. Whitney Hall
   vi. Kate Kinnison
   vii. Edgar Meyer
   viii. Trevell Smith
   ix. Joshua Trotter
   x. Narissa White
   xi. Alicen Carol Wood
   xii. Kori Strickland
   xiii. Jordan Soloai
   xiv. D’Karris Hilley
   xv. Shaikenya Alexander
   xvi. Matthew McCain
   xvii. Jessica Robinson
   xviii. Anna Long
   xix. John Martin
   xx. Jimmy Williams
   xxi. Eleanor Green
   xxii. Bootsie Lyon
   xxiii. Margaret Mundy (Bayou Academy)
xxiv. Terry Baird (Cleveland School District)
xxv. Dana Hawkins (Cleveland School District)
xxvi. Scott Luth (Chamber of Commerce)
xxvii. Dean Morganti (Chamber of Commerce)
xxviii. Ora Jackson (Community Action Agency)
xxix. Gwendolyn Green (Community Action Agency)
xxx. Senator Willie Simmons (Community Action Agency)
xxxi. Lori Hoskins (Delta State University)
xxxii. Luther Brown (Delta Center for Culture and Learning)
xxxiii. Amanda Columbus (Delta Center for Culture and Learning)
xxxiv. Rose Hurder (Delta Center for Culture and Learning)
xxxv. Montrell Greene (Cleveland School District)
xxxvi. Cathy Bishop (Cleveland School District)
xxxvii. Gail Cheney (Cleveland School District)
xxxviii. Robert Smith (Cleveland News Leader)

h. Paid contractors

Financial Data

A. What DSU monies supported your program during this fiscal year? To the best of your knowledge, itemize the following. If you foresee changes in this level of support, discuss those needs in the narrative section below.

a. Salaries
b. Wages
c. Fringe Benefits
d. Travel
e. Contractual Services
   i. Postage
   ii. Telephone Local
   iii. Telephone Long Distance
   iv. Rental of Office Equipment
   v. Other Contracts
   vi. Dues
f. Commodities
g. Equipment
h. Other: Administrative Indirect $15,216.80

B.

Total: $15,216.80

C. Major external funds received

a. Facilities Data
   i. Space currently occupied by the Center
   ii. Major equipment (anything over $1000, a complete list for your first annual report, only new additions or deletions for subsequent reports)

b. Key Constituencies Data
i. Internal links to other DSU units, including departments, other centers, etc.

ii. External Advisory Mechanisms, if any

iii. External Supporters and Beneficiaries

1. The Academy for Educational Development (via The National Service-Learning Partnership and the W.K. Kellogg Foundation) $100,000
2. Dreyfus Health Foundation $1,200
3. Learn and Serve America – Mississippi Department of Education $8,000 (Cleveland School District acted as fiscal agent)

2. Narrative

a. History of your program

In the summer of 2003, six young people from two area high schools joined together with adult allies to apply for a signature 75th anniversary grant from the W.K. Kellogg Foundation. The grant, given through the National Service-Learning Partnership and the Academy for Educational Development, strove to give young people an increased level of participation in the civic arena. The young people called themselves the Youth Civic Action Project (YCAP), and later changed their name to the Cleveland Youth Council (CYC). Two hundred fifteen groups around the country applied for the grant, and the CYC was selected as one of only eight recipients to join the Youth Innovation Fund (YIF). We are the smallest site in the YIF and the only rural site; other sites include Chicago, IL; Hampton, VA; San Francisco, CA; Portland, ME; Portland, OR; Ypsilanti, MI; and Nashville, TN.

b. Major purposes of your program

The mission of the CYC is to establish a diverse representation of young people in Cleveland while creating a youth voice and to encourage student led civic action within the community. Diversity is extremely important to our board, and we have tried to include it in all aspects of our board members. Because Cleveland is racially divided, it
is important that we work to bridge that gap among our young people by bringing them together in a non-threatening environment where they can all work together to achieve a common goal. The current make up of our board is as follows: 8 Caucasian, 7 African American, 1 Pacific Islander; 8 male, 8 female; 2 Bayou Academy, 2 Home School, 7 Cleveland High, 5 East Side High School; 4 freshmen, 2 sophomores, 3 juniors, 7 seniors.

Creating a youth voice is the major tenet of everything the CYC does. From determining attendance policies to offering input on the budget to writing press releases to selecting new members, the young people have a voice in nearly all decisions. Our program aims to show youth and adults alike that a youth serving program should allow youth to have a say in how the program is run. According to a hand out from Youth On Board entitled, *Why Young People Should Be Decision Makers*, “It’s a bottom line issue. Young people are uniquely qualified to say what works for them.” Also, “It’s an integrity issue. It is important for any organization to involve its constituents. Just as it would not make sense for the NAACP to be run exclusively by Caucasians, it does not make sense for youth-serving organizations to be run exclusively by adults.” This model works well for the CYC, and it is our hope and overarching goal to expand youth voice to the larger public arena by including youth presence on community boards and committees, in the media, within schools, and by supporting youth entrepreneurial endeavors.

The support of youth endeavors ties into the third component of our mission, which is to encourage student led civic action. The CYC are not only a group of young leaders working to improve the community for young people; they are also
philanthropists, giving mini-grants to their peers so that they too can work to improve the community for young people. The mini-grants are given to individuals and groups of youth ages 12-19 who want to create service-learning based civic action innovations.

The purpose of these projects is to provide start-up costs for youth initiated projects that address youth needs in the community.

c. Major activities and accomplishments of your program this year. List any courses or workshops offered, public presentations, publications, grants submitted or received awards, etc.

➢ Youth Board members Shaikenya Alexander and Ellie Brown, along with Site Coordinator Sarah Leonard and National Coordinator Jessica Bynoe, presented at the Practitioners’ Conference on Civic Education in New Orleans, LA, January 14, 2005
➢ Received an $8,000 service-learning grant in partnership with the Cleveland School District from Learn and Serve American – Mississippi Department of Education
➢ Sarah Leonard received a $1,200 grant from the Dreyfus Health Foundation to support a youth newsletter
➢ Youth Board members Matthew McCain and D’Karris Hilley created and published three editions of a youth newsletter titled “What It Is?!?” which was distributed to 7th-12th graders in the Cleveland School District and Bayou Academy
➢ Sponsored civics class for students at East Side High School and Cleveland High School, spring semester 2005.
➢ Awarded service-learning scholarship to Bethany Kent, graduate of Cleveland High School
➢ Six Youth Board members served as interns for the Cleveland Youth Council
➢ Awarded over $10,800 to eight groups of young people through our youth philanthropy program
➢ Hosted a welcome reception/pizza party for new superintendent Dr. Montrell Greene, August 2, 2005
➢ Delegation of 7 (six youth and one adult) attended Cross Site Training Network for the Youth Innovation Fund in San Francisco, CA, February 16-20 2005
➢ Youth Board members conducted interviews with three mayoral candidates; transcripts of these interviews appeared in “What It Is?!?” youth newsletter and focused on youth issues
➢ Delegation of three (two youth, one adult) visited Youth Innovation Fund site in Ypsilanti, MI for cross-site visit
Delegation of seven (five youth, two adults) attended Cross Site Training Network in Nashville, TN August 12-15, 2004
Youth Board members Trevell Smith and Jordan Soloai planned and facilitated an information session on the CYC for prospective members, October 6, 2004
Eleven Youth Board members participated in a community service house painting project for Martin Luther King Day, January 17, 2005

d. Contributions of your program to DSU’s missions
   i. Learning and teaching

Learning is the primary component of the CYC; in everything we experience, whether an abstract concept, travel opportunity or a concrete project, we are learning. Experiential learning (learning by doing) has proved to be one of the most valuable parts of our first year. Young people are learning about leadership, community development, and social change, among other things. They are, in turn, sharing these ideas with their friends, families and peers, thus teaching them about these concepts as well.

   ii. Community engagement and service

Delta State incorporates service-learning and civic engagement among college students through the work of Dr. Beverly Moon and Alinda Sledge, among others. While these are crucial concepts at the college level, they are also important for younger people. The CYC has been working on incorporating service-learning and civic engagement among the youth population in Cleveland. Our entire mission involves promoting youth engagement in the community through a service learning context. All mini-grants that we award require that the young people combine active community engagement with service learning. The work we will pursue in Phase 2 builds on this by creating structures for youth civic engagement in various sectors (including the Chamber of Commerce, School District, local media and Community Action Agency).

   iii. The Delta Center and its mission
The mission of the Delta Center is two fold: one purpose is to promote an understanding of history and culture, and the other purpose to focus on the future of the region. The CYC serves the second purpose by creating sustainable, structural changes for youth involvement and youth leadership in the community. It is crucial to the Delta’s future success to have a core group of capable, committed leaders, and the CYC will be those leaders in the near future. We are laying the foundation for the future mayors, business people, and teachers by making them civically engaged and aware while they are still relatively young. With programs like the CYC, the Delta will not only be rich in its history, but also in its future.

We are also involved in promoting the history and culture of the Delta by focusing on how young people can connect lessons from the past with actions for the present and future. To this end, the Delta Center will offer a class on local history and culture with an emphasis on youth organizing to help educate young people on how history has and continues to affect our lives in the Delta.

e. Suggestions for reorganization or revision of your program

The CYC is constantly in a state of revision, as it is a work in progress. We are flexible enough to realize that if there is a need, we can adapt to meet that need. In any type of work, revision should be constant, as there is always room for improvement. The most pressing issues in terms of reorganization as we move into the second phase of the program are transitions: in site coordinator, new members and a shift in focus from youth philanthropy to structural change.

f. Your overall assessment of your program’s contributions, needs, and future potential

See attached Impact Plan.
3. Attach any assessments or evaluations, press clippings, interim/final reports for grants, or other supporting documents.

Attached:

The Bolivar Commercial: Youth discuss strategy with Supt. Greene  
The Bolivar Commercial: Several local groups to mark Dr. Martin Luther King Jr. Day  
The Bolivar Commercial: Photo of civics class trash pick up  
The Bolivar Commercial: Bolivar Clean-up planned  
The Cleveland News Leader: Delta Center explores funding opportunities for Cleveland Youth Council  
The Cleveland News Leader: Cleveland kids do survey research on skate-park idea  
The Bolivar Commercial: Youths win $2,000 grant to operate the Teen Café  
The Bolivar Commercial: Youth Council receives Learn and Serve grant  
The Bolivar Commercial: Area youths present workshop  
The Bolivar Commercial: Coloring book enlightens kids about the Delta  
The Cleveland News Leader: Survey says public positive about proposed skate park  
The Bolivar Commercial: Photo of civics class visit with Governor Barbour  
Interim report for Learn and Serve America grant  
Final report for Learn and Serve America grant  
Dreyfus Health Foundation proposal  
Interim report for Dreyfus Health Foundation grant  
Three editions of "What It Is?!?"  
Youth Innovation Fund Program Evaluation results, conducted and compiled by Policy Studies Associates  
Grant application for Youth Leaders for Literacy, written by Trevell Smith and Jordan Soloai  
Grant application for CIRCLE Youth Led Research, written by Sarah Leonard  
Black History Activity Book (mini-grant project)
Several local groups to mark Dr. Martin Luther King Jr. Day

By Donelle Mayrie
news3@bolivar.com

Dr. Martin Luther King Jr. once said, "If you will protest courageously, and yet with dignity and with Christ's love, then the history books are written and future generations of Americans will have to pause and say, there lived a great people—a great people— who injected new meaning and dignity into the words "human rights" by residents of Cleveland as well as citizens across the nation.

Locally, the Dr. Martin Luther King Jr. holiday celebration committee will hold the Cleveland-Bolivar County Holiday Parade at 10 a.m. Jan. 17.

The parade will begin at the Cleveland Civic Center, continue south on Main Street, then turn left onto First Street, then left onto 10th Street, then turn right onto Main Street and end at the Cleveland-Bolivar County Holiday Homecoming Celebration.

The theme of the parade this year is "Celebrate and Elevate." Floats entered in the parade will be judged on originality, creativity, and participation.

Groups. See Page 8
The Civics Class at East Side High School and Cleveland High School were at 4th Street cleaning up Kinmen Lane, an alley behind downtown businesses. This is a clean-up project for the rest of the semester that originated at the Delta Center for Culture and Learning. The students will have about two or three more projects.
Delta Center explores funding opportunities for Cleveland Youth Council

BY ROBERT SMITH
CLEVELAND NEWS LEADER

The Cleveland Youth Council, a teen support group started by Delta State University with the help of teens, is encouraging area high school students to learn how to speak up in public and function effectively as citizens.

"If young people don’t say what’s on their minds, the adults don’t know," says Sarah Leonard, a staff member of the Delta Center for Culture and Learning, based at Delta State. It is Leonard’s job to help Cleveland teens gain confidence in addressing each other and the broader community about public issues.

The program is coming to the end of a two-year W.K. Kellogg Foundation grant, which provided $100,000 a year of support. Delta State is seeking additional money from Kellogg, but the foundation’s likely funding level for Cleveland Youth Council during the next two years is $50,000-60,000 annually, Leonard said. Six high school students, with some assistance, wrote the original grant application, she said.

"So we're looking for any community support we can get on this," Leonard said, explaining that the university faces budget cuts and would be unable to spare any cash. By June 2007, the Kellogg Foundation will likely end its support for the project, expecting the Cleveland area to keep it alive.

Among the tools Cleveland Youth Council has used to help high-school age youth develop a public voice is a newsletter, which the students playfully named “What It Is??!”

A $1,500 grant from the Dreyfus Health Foundation paid for the startup of the newsletter, which is a colorful publication illustrated with photographs and graphics. The February issue features an interview with former state Senator Bill Alexander, a briefing on the city’s youth curfew ordinance and a description of Cleveland Youth Council.

“The Cleveland Youth Council is a group of teenagers, who are devoted to making Cleveland a better town and we also give out mini-grants,” the February newsletter says. “We are different from other groups in Cleveland because we are youth-voiced, which means that young people get to give their opinion.”

The group, which had a membership of 16 in February, consists of students who attend Cleveland and East Side high schools, some who attend Bayou Academy and some who are homeschooled.

The March newsletter features interviews with the three candidates vying to be mayor of Cleveland - Lenar Brown, Billy Perry and David Work. The youth interviewed the candidates and published question-and-answer style accounts of the exchanges.

Leonard said the third issue of the newsletter will be the last for the time being, because the grant funding for it will have been used up.

In the next two years, plans are for Cleveland Youth Council to achieve a deeper level of involvement in community service, Leonard said, explaining that Council members will likely form a Youth Advisory Board to play host to occasional discussions with officials such as school principals and superintendents.

Additionally, the Cleveland Bolivar County Chamber of Commerce and the Bolivar County Community Action Agency, which partner with Cleveland Youth Council, have offered to make available to youth seats on some committees and boards, Leonard said.
Cleveland kids do survey research on skate-park idea

Several members of the Cleveland Skate Committee, an organization of Cleveland skate park enthusiasts, conducted a survey of 3,000 students in the greater Cleveland area. The survey aimed to gauge interest in a potential skate park in the city.

The results showed that 80% of the respondents were interested in having a skate park in Cleveland. The committee plans to present their findings to the city council in hopes of securing funding for the project.

The skate park would be located in the heart of the city, providing a safe and recreational space for young people. The committee is also reaching out to local businesses and organizations for support.

Stay tuned for updates on the skate park project in Cleveland.
Clean-up

breeders of mosquitoes.

Dr. Barry Campbell, associate professor of biology at Delta State University, is educating his students on the correlation between litter and the breeding of mosquitoes. As a part of this learning experience, two members of his class, Kaitlin Mize and John Burnett, are organizing a clean-up of Delta State and the surrounding area to assist with the Great American Cleanup.

"They are also doing a paper on how litter provides a breeding ground for the Culex mosquito," Morganti explained. "Kaitlyn and John are asking the sororities and fraternities, as well as the Wesley Foundation and Baptist Student Union on campus, to participate."

Morganti added Mize will write an article on the project inclusion in the Delta Statement and fliers will be placed in mailboxes on campus.

The Cleveland Youth Council received a grant wherein the civic class at East Side, under the direction of Dr. Macklyn Hubbell, took on a special cleanup project in downtown Cleveland.

The class is picking up litter, weighing it, and then documenting the litter's weight and location for their records.

"We will also use that information in completing our Litter Index Report to Keep America Beautiful," Morganti explained. "Dr. Hubbell came to us a few months back about his concern over the increased amount of litter in downtown Cleveland. He takes great pride in our downtown area, and he was willing to step forward and so

something about the litter problem. "When he was asked to teach the civic class and pick a project for them, he called us. He provided us with the perfect opportunity to teach an awareness of what litter does, to destroy a community and show what can be done to correct the problem," she added. "We were indebted to Dr. Hubbell for his help in this area and to Delta State's Center for Culture and Learning for obtaining the grant that made this project possible. The Cleveland Youth Council is a program of the DSU Center and works closely with the Chamber and the schools."

The Cleveland Youth Council also received a grant from Disney to initiate recycling in the Cleveland schools. Amanda Columbus, an AllenCorps volunteer, is in charge of this project and would like to participate in the Great American Cleanup event for recycling purposes.

The students are working on organizing a collection of newspapers, computers, and plastic to be picked up that day for recycling purposes. Morganti said, "Morgan County. Amanda is also asking that aluminum cans be saved for recycling. The Great American Cleanup will provide her a good opportunity to bring attention to the need for recycling and encourage people to recycle more. She also said that recycle bins will be painted and placed in the schools as a part of her project."

Morganti took on the responsibility to write Cleveland Superintendent Montrell Greene to ask for the participation of the schools in the clean-up effort and will also write letters to the mayors of each community in the county requesting them to participate in the clean-up and beautification effort. The mayors will also be asked to help us in accumulating old tires in their towns for pickup on that day.

A special award for the civic club providing the most participants is being considered to increase participation and awareness.

"We must stir up an awareness of our increasing litter problem and encourage people to take action, said council member Tom Price, the chairman of the litter control committee. "Our Police and Public Works departments are doing their part — now the citizens must do theirs."

The Bolivar Commercial will provide continuous updates on the event as the newspaper staff would like to encourage all residents to participate in this event that will aid in keeping mosquitoes at bay, promote safety and good health as well as promote Bolivar County to industry and families.

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FRESH SEAFOOD

Buffet

- Fried Catfish Strips - Scallops
- Clam Strips - Stuffed Crabs - Gumbo
- Boiled Shrimp - Fried Shrimp
- Crawfish - Fried Oysters - Frog Legs
- Corn on the Cob - Green Beans
- New Potatoes - Hushpuppies
- Slaw - Chicken Strips - Crab Legs

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5:00 p.m. - 9:00 p.m.
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CHECK OUT OUR MILLION DOLLAR SPECIALS!
Youths win $2,000 grant to operate the Teen Cafe

Donell Maxie
BC Staff Writer
Published November 02, 2004 4:24 PM CST

A group of teen-agers from Bolivar County Community Action Agency have received a $2,000 mini-grant from the Cleveland Youth Council to open Teen Cafe.

Beginning on October 28, about 68 teens from the Cleveland area filled the Senators Place Restaurant for the first of five meetings.

The Cafe is open for ages 12-17 and the teens are encouraged to be creative and vocally active in expressing how they feel about issues that concern them.

With the cafe the students have a safe and new place to hang out where they can express themselves through their talents. They have activities like karaoke nights, skits, poetry nights and guest speakers.

Gwendolyn Green, an adolescent offenders counselor with the Community Action Agency, said she was especially excited to help out with the
project.

"The teens involved are very happy to have a place they can call their own," said Green.

"To watch my very own son interact in a setting with other teens was real productive for him and me. I think this will be the beginning of something much larger," she added.

Green said the youth have an opportunity to be heard and share ideas in a relaxed and informal setting.

She stressed the importance of creating an environment where thinking and expressing thoughts are acceptable and not considered abnormal for teen-agers.

Jeremy Chatman, a senior at East Side High School, said that he was happy to have a safe place to express himself.

"Having the cafe is a good thing. It brings teen-agers together from different sides of town and allows us to talk and have a good time with each other," said Chatman.

"The first meeting we had was very constructive and I learned a lot," Chatman added.

Superintendent Montrel Green of the Cleveland School District was the guest speaker at the first meeting and informed the teens about the keys to obtaining positive success in life.

Green shared with the group of attentive teens that it's very important to surround themselves with positive people and to never doubt their capabilities.

When Green told the group that he was the youngest Superintendent in the State of Mississippi, their was a sigh of disbelief. This allowed Green to prove his point that if the teens would simply know their passions, they can be and do whatever they dream of.

<;]>:Teen Cafe <;]>: will be held every month and Gwendolyn Green said that after they utilized the $2,000, she hopes some other group will see what
they are trying to do and help out.

"After we have proven that this is a good thing and it's successful, we are hoping that maybe the Kellogg Foundation will help us continue to have the teen meetings," said Gwendolyn Green.

Sarah Leonard of the Cleveland Youth Council said the organization is always looking for creative programs that are youth driven to help with. "

"The Teen Cafe is something we wanted to help with because it reaches out to youth especially those who are disengaged," said Leonard. "This gives them a positive place to hang out," she added.

Leonard said seeing so many teen-agers fill the Senators Place really exceeded her expectations.

"I was impressed with how many teen-agers showed up. I would love to see this become a structural change in Cleveland," said Leonard.

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EQUAL HOUSING OPPORTUNITY

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Representatives from the Cleveland Youth Council presented a workshop at the Practitioners' Conference in New Orleans recently.

Blues music poured from the stereo and blues lyrics based on youth issues abounded as attendees at the conference, which highlighted civic education, discussed how to create social change through youth philanthropy.

Shaikena Alexander, a freshman at Cleveland High School, and Ellie Brown, a senior at Bayou Academy, presented alongside site coordinator Sarah Leonard and Youth Innovation Fund Program Coordinator Jessica Bynoe.

The four offered a workshop at the conference titled, "Singing the Blues No More: Youth Philanthropy Increasing Civic Engagement in a Rural Delta Community." The interactive and informative workshop offered participants an opportunity to understand how...
Workshop

from a social change perspective.

Bynoe and Leonard opened the workshop with an overview of the Youth Innovation Fund and Cleveland Youth Council. Following their remarks, Alexander and Brown discussed how to use youth philanthropy for social change and increased civic engagement. They then facilitated an activity in which participants worked through several steps to create solutions to various youth issues.

Alexander commented the conference, her first, was a good experience.

"It's good how people can come together and have a conference about how to make our world a better place," she said. "I enjoy this and the fact that adults want to put an effort in helping us get our voices out."

In addition to the presentation, the group also attended other conference sessions on topics ranging from character education to youth governance. Leonard commented that despite being at a conference dominated by adults, both Alexander and Brown participated fully in sessions, speaking up and contributing their ideas with confidence and enthusiasm.

The Cleveland Youth Council is a member of the Youth Innovation Fund, which is sponsored by the W.K. Kellogg Foundation, the Academy for Educational Development and the National Service-Learning Partnership. Locally, the Cleveland Youth Council is a program of the Delta Center for Culture and Learning at Delta State University. It's also sponsored by the Cleveland-Bolivar County Chamber of Commerce, the Bolivar County Community Action Agency and the Cleveland School District.
Coloring book enlightens kids about the Delta

By Atmea Robinette

With Muddy Waters waiting in the background, students at the Walter C. Robinson Achievement Center perused the coloring book they designed and created.

"If we can get these kids to know that they, too, have a lot to contribute," said John Martin, the coordinator for Community and Student Engagement at the Delta Community Foundation. "The coloring book allows them to take ownership of their community and culture."

The coloring book was designed by the students and was funded by the Community Foundation of the Delta Community Development Corporation. The project was initiated by the students and was managed by Wiley P. Cleve, director of the Center for Student Engagement.

"The coloring book was the result of a six-week project," said Cleve. "The students had the idea for the coloring book, and they decided to use it to promote the arts and culture of the Delta."

The students worked with local artists and designers to create the coloring book, which features images of Delta musicians, such as Muddy Waters, B.B. King, and John Lee Hooker.

"The students were very excited about the coloring book," said Cleve. "They wanted to share their culture with others, and they were proud of what they had created."
have known about them.

"This program really gave them the knowledge of some of the people who made history," he added. "This project gave them a sense of importance and a sense of belonging. It tells them there is and there has been a lot of good people out of the Delta.

"If it could happen to those people, it can happen to them," the principal commented. "That is a strong lesson. These kids put a lot of thought and insight to create this. This book shows a lot of creativity, that's what I see."

Garvin said he would like to see more partnership projects between the schools and the Delta Center.

Cathy Hickman, 15, designed a page about I.T. Montgomery. She said she thinks people shouldn't be slaves.

Her drawing of the home that Montgomery built in Mound Bayou was inspired by the field trip they took to see the actual house earlier this year.

"I learned a lot of interesting things," she added. "I'm really happy with the coloring book."

Charlene Hughes, 15, said she learned about the history with the project and added to it.

Dominique Ramsey, 15, created a page about the Entrekin cotton gin, and she got $20 out of the prize money.

"I understand what was current in the 1950s," she commented. "I'm glad that other children will be able to learn about our history and also color.

Also featured in the coloring book are Fannie Lou Hamer, B.B.

King, Robert Johnson, and Howlin' Wolf, Mark Young, Xavier Green, Willie Murray Jr. and Willie Norman also designed pages in the coloring book.

"The Light House Arts and Heritage Program itself is important," Martin said. "For one, I enjoyed being able to engage these kids on their culture that many didn't know beforehand."

"The book simply reinforces what they learned during the week-long workshop," he added. "It's a continuing education project because not only did these kids learn about their history now, through the coloring book, they will teach younger kids the same."

While many of the field trips to places like the Leland Blues Museum and the Great River Road Park were places the children had already visited, this time it was for learning purposes. They had someone to explain the importance of the river to their own existence.

Martin said it was most rewarding for him to have the children open up to him, and see them gain a better awareness of where they are from and the issues of where they are going.

Mississippi Blues Commission officials believe the coloring book and all the Places of the Delta project will help educate the young people of the Mississippi Delta and the world.
Survey says public positive about proposed skate park

By: Ashley G. Thomas

Cleveland, OH, April 18, 2019

The proposed skate park in the old student center would serve a multitude of purposes, according to a new survey of Cleveland students. The results of the survey suggest that the skate park could be a valuable addition to the community, potentially improving public sentiment and providing a safe space for youth.

After the survey was completed, the results were disseminated to the local administration. The survey was administered to a random sample of students who were asked to rate their interest in the skate park on a scale of 1 to 5, with 1 being completely uninterested and 5 being extremely interested.

The results indicated strong public sentiment toward the skate park, with an average interest score of 4.2 out of 5. Students were asked to provide feedback on the potential design of the skate park and the location where it would be built. The majority of students preferred the location on the school's main campus.

The survey also included questions about the potential benefits of the skate park, with students citing increased physical activity and a reduction in bullying as two of the most significant advantages. The results suggested that the skate park could serve as a positive influence in the community, encouraging healthy habits and promoting a safer environment for students.

One student, who wished to remain anonymous, said, "I think it would be a great addition to the school. It would give us somewhere to go after school and stay off of the streets." Another student added, "I think it would be a good way to keep kids off the streets and out of trouble."
The Civics Class at East Side High School recently visited the governor's office. The trip was coordinated by former Sen. Bill Alexander. Their sponsor was Mrs. Fitzpatrick and their teacher is Macklyn Hubbell. The class was actually able to visit with the Gov. Haley Barbour.
Learn and Serve America Interim Report

A. Summary of Progress

Project Director Sarah Leonard presented information sessions (4) to teachers at schools serving 7th-12th graders in the Cleveland School District\(^1\). A total of 73 teachers participated in the sessions, which included service-learning information packets, an overview of the project and a group activity.

Cleveland Schools Have CLASS has several project proposals in the works, which are as follows:

- Children's book project at Cleveland High School: students in the creative writing class will write and illustrate children's books with the help of students at a nearby elementary school. The books, when completed, will be donated to the elementary school and/or public library. The class will also hold a public reception and read aloud session to celebrate the "publication" of the books.

- The Library Club at East Side High School will visit with an elementary school class once a week, reading to and with the students and mentoring them at the same time.

- The Envirothon Team at East Side High School is considering project options, including testing and analyzing water quality in the Cleveland area and presenting a report on their findings.

- The Art Class at Cleveland High School is planning to improve community aesthetics and pride by painting murals around town.

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\(^1\) Ms. Leonard gave presentations at Cleveland High School, East Side High School, D.M. Smith Middle School and the Cleveland Vocational Technical Complex. The principal of Margaret Green Junior High selected one teacher with whom Ms. Leonard was to communicate.
Once students and teachers complete their project proposals, the proposals will be reviewed by members of the Cleveland Youth Council. Council members will then invite students to an interview where they will discuss the proposal, offer feedback and determine the amount of the grant award.

A. Primary Accomplishments

One of the goals in our proposal was that 50% of teachers who attended the information session on service-learning would indicate an understanding of service-learning in a post-session survey; in fact, over 95% indicated an understanding.²

The major accomplishment that the project has had is maintaining high expectations. The Cleveland Youth Council received a proposal from a class of 7th and 8th graders, and while the project was an innovative form of learning, Council members felt that it lacked a substantial service component. According to the Council, this project served only a small section of one school (located on the outskirts of town) and was not accessible or beneficial to the larger community. The Council offered suggestions to the group on how to make their project more community oriented, but the group decided to withdraw their proposal rather than accept the proposed changes. Council members are determined to have high standards for each Learn and Serve project. According to one Council member, “When I think of service learning, I think of doing action research and enjoying learning. Then use what you’ve learned to go out and provide a service to those in the community so that everyone can benefit from your actions.”

B. Primary Lessons Learned

The most important lesson we have learned thus far is how school testing and scheduling control everything. When I first met with the teachers to discuss the project

² See attached survey results.
with them, they were interested but cautious; they told me that if they had their students apply for a mini-grant it would not be until after nine weeks' tests. The tests, they told me, were the first priority. We are currently in the midst of state testing once again and I am reminded of how the tests are in control every time I telephone the schools. Teachers and counselors are administering tests from 8 a.m. until 1:30 p.m. every day, making it difficult to get in touch with them.

I have also learned that the best intentions do not equate to progress. A group of teachers at one school have had a project idea in the works for years and it is their dream to see the project come to fruition. However, their principal has been in and out all semester with health complications, the teachers have different preparatory periods and have difficulty talking with each other about the project and the students have not bought into the idea. The Cleveland Youth Council believes that youth leadership and buy-in are crucial for successful projects.

C. Evaluation

Project evaluation will consist of the following:

- Teacher surveys* (following information sessions)
- Student surveys (following distribution of information packets)
- Student interviews (after project completion)
- Teacher interviews (after project completion)
- Teacher surveys (after project completion)
- Student surveys (after project completion)

*Results of survey are attached.
Problem Solving for Better Health Workshop  
Clarksdale, Mississippi  
September 24-25, 2004 and November 12-13, 2004

<table>
<thead>
<tr>
<th>Project Leader(s)</th>
<th>Occupation(s):</th>
<th>Name of workplace/institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Sarah Leonard</td>
<td>Coordinator of the Cleveland Youth Council; Project Director for Cleveland Schools Have CLASS (Learn and Serve America program)</td>
<td>Delta State University</td>
</tr>
</tbody>
</table>

Address: P.O. Box 3152  
Country/State: Cleveland, MS 38733

Project Title: That's News To Me  
**Background/Justification:** In my job working with teenagers, I have come to realize that young people in Cleveland, MS are not aware of the resources, news and events in their community. In my group of fifteen, only one knew that Cleveland has a curfew law for teenagers. Several of them do not know who the mayor is, who our elected officials are, who represents them on the school board. They have not eaten at the downtown restaurants or shopped in the stores. They are unaware of the rich culture and heritage of this community.

**Asking the Good Question**  
**What**  
What is your project topic (e.g. oral health)? My project topic is education.

Describe what your program/activity will be and what you will do (e.g., education program on proper brushing and flossing techniques using videos, demonstrations and practice): Will publishing and distributing a newsletter about local news, events and resources for two junior high and two high school classrooms in Cleveland, Mississippi, once a month for five months increase community awareness among 50% of participants?

**With Whom**  
Who will carry out the project (e.g., 4 teachers)? Two high school students and the project leader will carry out the project.

Who will be my target group (e.g., 20 preschoolers)? Our target group will be three junior high and three high school classes (approximately 80-100 young people ages 12-18).
Number of individuals/percentage of target group affected by problem (e.g., 15 of 20 preschoolers): 100%. While there are varying levels of awareness, all young people will be able to learn something new from this newsletter.

Number of individuals/percentage of target group expected to benefit from project, or percent of reduction of problem (e.g., 10 of 20 preschoolers, or 50% reduction in tooth decay in target group): 50% of participants will benefit.

Where
City, town, or district in which project will be implemented: Cleveland, MS

Project site (give full name of location): The project will be run through the Delta Center for Culture and Learning at Delta State University. The newsletters will be distributed at Margaret Green Junior High, D.M. Smith Middle School, Bayou Academy, East Side High School and Cleveland High School.

How Long
Expected start date: January 31, 2005

Expected completion date: May 31, 2005

How Often (e.g., one hour twice a week): The newsletter will be published and distributed once a month for four months.

Objective
State the specific goals of your project: The goal of this project is to increase awareness of local news, events and resources among 50% of participants.

Evaluation
What will you use as your measuring tool(s) throughout the project (e.g., pre and post workshop statistics, surveys, tests, periodic progress reports)? We will use a pre-project survey, a post-project survey and monthly surveys given after the students have read each issue of the newsletter.

How often will you use your measuring tool(s) to evaluate the progress of your project? We will use the surveys monthly with one additional survey at the beginning and one at the end for a total of seven surveys.

How will your measuring tool(s) assess the success of your project? If 50% of participants show awareness in their post-surveys that was not present in the pre-surveys we will have achieved our goal.

Contact DHF
Dreyfus Health Foundation
205 East 64th Street, Suite 404
New York, NY 10021
USA

postmaster@dhfglobal.org
Telephone:
(212) 750-5075
Fax:
(212) 371-2776; (212) 755-6428
Privacy Notices for Workshop Participants:

Transfer to the United States

We plan to keep a record of your participation in this workshop by storing your name with your project in our database in the United States. If you do not wish us to use your name, please check this box.

Posting on the DHF Web Site

We would like to let others know about your work with us, by posting your name on a public-access database displayed on the DHF Web site (www.dhfglobal.org). If you do not wish us to post your name on our Web site, please check this box. If you have any questions about how we protect and keep the record of your participation, or you want to update, correct or delete your name or any other information about your project, you can contact us at postmaster@dhfglobal.org or by calling our United States headquarters at 212-750-5075.
METHODOLOGY:

<table>
<thead>
<tr>
<th>ACTIVITY (organization, diagnosis, education, training, services, intervention, evaluation, etc.)</th>
<th>DATE</th>
<th>AVAILABLE RESOURCES (human/materials/information/financial)</th>
<th>APPROX. COST</th>
<th>RESOURCES NEEDED (human/materials/information/financial/etc...include dollar amount)</th>
<th>APPROX. COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk with principals and teachers at four schools to get approval</td>
<td>1/05</td>
<td>Established partnership and good rapport with schools</td>
<td></td>
<td>Willing principals and teachers</td>
<td></td>
</tr>
<tr>
<td>Brainstorm newsletter topics</td>
<td>1/05</td>
<td>Two student interns, project coordinator (salaries for two hours)</td>
<td>$55.00</td>
<td></td>
<td></td>
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<tr>
<td>Develop surveys</td>
<td>1/05</td>
<td>Two student interns, project coordinator (salaries for two hours)</td>
<td>$55.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopy pre-survey</td>
<td>1/05</td>
<td>100 copies (two-sided) x $.01/copy; copy machine, white copy paper</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute pre-survey</td>
<td>1/05</td>
<td>Transportation (5 miles x .375/mile); project coordinator salary</td>
<td>$17.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research topics, write articles</td>
<td>1/05-5/05</td>
<td>Two interns, project coordinator (salaries</td>
<td>$1,547.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Description</td>
<td>Date</td>
<td>Description</td>
<td>Resource Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publish newsletter</td>
<td></td>
<td>at 10 hours per month; use of computer, transportation, digital camera at 6.25% time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and discuss newsletter in classrooms</td>
<td>1/05-5/05</td>
<td>Access to schools and class time</td>
<td>Willing principals, teachers and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopy 4 page full color newsletter once a month</td>
<td>1/05-5/05</td>
<td>11x17 colored paper; photocopies ($1.00/page x 100 copies x 5 months)</td>
<td>100 copies x $4.00/copy x 5 months (less $500 in-kind)</td>
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<tr>
<td>Photocopy monthly surveys</td>
<td>1/05-5/05</td>
<td>100 copies x $.01/copy; white copy paper</td>
<td>$3.00</td>
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<td></td>
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<tr>
<td>Photocopy cumulative post-surveys</td>
<td>5/05</td>
<td>100 copies (two-sided) x $.01/copy; white copy paper</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute post-survey</td>
<td>5/05</td>
<td>Transportation (5 miles x $.375/mile); project coordinator (salary)</td>
<td>$17.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Available or In-Kind Resources Total: $2,206

Resources Needed Total: $1,500
Explanation of Budget Items

Brainstorm Newsletter Topics/Develop Surveys
Student interns work two hours per day, four days per week and are paid $5.00 per hour. The site coordinator’s salary averages to $15.63 per hour. One day of the internship (2 hours) will be spent brainstorming topics for the newsletter. A second day will be spent developing surveys.

Research Topics, Write Articles, Publish Newsletter
Interns’ and coordinator’s time is budgeted at 10 hours per month multiplied by 5 months for a total of $1,381.50. Use of laptop computer and digital camera are also budgeted at 10 hours, or 6.25% of each month. The value of the laptop, a 2003 Gateway, is $2,348. 6.25% of this amount is $146.75. The value of the digital camera is approximately $300, 6.25% of which is $18.75.
Youth discuss strategy with Supt. Greene

Aimee Robinette
BC Staff Writer
Published August 06, 2004 4:16 PM CDT

Cleveland School District Superintendent Dr. Montrell Greene sat down with the Cleveland Youth Council to discuss school-related topics Monday night.

The pow wow included 12 students, three consortium partners, an adult Youth Council board member, Sarah Leonard, the coordinator for the Youth Council, and the superintendent. The group ate pizza, played a game of social change Jenga and held a rap session facilitated by Greene, Leonard commented.

During the rap session, Greene talked with the youth about what it takes for students to be internally motivated.

"He asked the youth for feedback on how we can improve the schools in this respect, and he listened as they explained their ideas," Leonard added.

"We're all just a bunch of kids and we're trying to figure out how to do something about a problem, he had his own way of coming in and asking questions to make us think a little harder and you would go deeper into what you were trying to do," said Ellie Brown, a senior at Bayou Academy.
Greene challenged the youth by questioning them and pushing them to expand their ideas, Leonard commented.

While much of the evening was serious, the group said they saw the relaxed side of Greene during a game of social change Jenga, as they discussed tactics for tumbling social problems, Leonard said.

Jeremy Chatman, a senior at East Side High School, said he was impressed with Greene's Jenga strategies, which helped their team tackle the social problem first.

Chatman also said he enjoyed interacting with the superintendent and learning about his strategic thinking. He and the rest of the youth board added they were looking forward to working with Greene in the upcoming school year.

"One of the key things we talked about was leadership and what students can do to bring about change," Greene explained. "Two major topics brought up was student achievement and drugs.

"I was very impressed with the level of responses from the students and their general concern for the community at large," he added. "I anticipate great things coming from the youth council."

The Cleveland Youth Council is a member of the Youth Innovation Fund, which is sponsored by the W.K. Kellogg Foundation, the Academy for Educational Development and the National Service-Learning Partnership.

Local sponsors include the Delta Center for Culture and Learning at Delta State University, the Bolivar County Community Action Agency, the Cleveland-Bolivar County Chamber of Commerce and the Cleveland School District.

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Dreyfus Health Foundation Interim Report

Project Director: Sarah Leonard
Project Title: That’s News to Me
Location: Cleveland, MS

Beginning in January, the Cleveland Youth Council interns worked diligently to create three editions of a newsletter about local news, issues and resources. The difference between this newsletter and other publications was its youth focus. It was written by youth, for youth, about youth. Each issue was distributed to the five junior high and high schools in Cleveland, MS, where principals and administrative assistants saw to it that they were given to students and teachers.

Three editions of the newsletter were published and distributed during the spring semester. The first came out at the end of February, the second at the end of March and the third in mid May. Articles included interviews with mayoral candidates from a youth perspective; information on the Emmett Till oral history project; youth driven projects such as a recycling club and facts about the local teen curfew law. In total, over 1,200 copies of “What It Is?!?” were distributed to teens in Cleveland.

Surveys and feedback forms indicated mixed reactions; some students felt better informed because of the newsletter and enjoyed reading it, while others felt that the topics were not appealing. Feedback from the second newsletter was taken into consideration when creating the third newsletter.

Perhaps the greatest gain from the project has been the youth ownership of the work. Neither of the two teens who worked on the newsletter enjoys writing, yet both expressed interest in continuing to work on the project after the funding had been exhausted. They felt enjoyed learning more about the community and sharing that
information with other young people. As a result, we have parlayed the newsletter into a strategic alliance with a local newspaper. The newspaper has agreed to work with a faction of young people to give them a media presence. This is one way to ensure sustainability of the project, and we are excited about this new venture.
What It Is!!?

PIG OUT AT THE PIG PEN

Awesome! The Pig Pen is an excellent eating experience to have. The prices are ridiculously low for the amount of food you get.

We were there for 45 minutes of the best dining I have had all month. It was a small yet down to earth place. It is located at 419 HWY 61 South.

The restaurant was established in December of 1990 which is 14 years ago! At this moment, Richard Munns is the owner but he did not start it. He did work there when it was first established though.

Richard used to be a seafood and steak chef. That is a great thing to know because you know you will get a good variety and experience. He is also a very nice man. He makes you feel so welcome while you are there.

The food was excellent. I had a BBQ pork plate smothered in Richards homemade BBQ sauce. The BBQ sauce is rockin'. It is a little more tangier than most BBQ sauces. I think is one of the most outstanding features of the restaurant.

Our adult supervisor had a catfish plate which she devoured in like 5 minutes so I'm sure it was good. D'Karris had a cheeseburger and he said it was the second best he has ever had.

Our review of The Pig Pen is 2 thumbs up, five stars, and 3 Doors Down.... Wait.... That's a band.... Oh well, we will recommend The Pig Pen to anyone!

A CHAT WITH FORMER SENATOR ALEXANDER

On February 3, 2006, the Interest for the Cleveland Youth Council, Matthew McCollin and Darris Hillyer interviewed former Senator Bill Alexander. Alexander was a senator from 1960-1973 and he represented Bellvue, Washington, and Sunflower Counties. He became interested in government and history in the 7th grade. His father was also a senator, which motivated him to become one. He became a senator in the same year his father died.

Senator Alexander encourages all people under 18 to get involved in the political process somehow. He says that you can learn about politics or get out there and campaign for the person you support. You also have to be 18 to vote. A lot of young people do not register to vote because they do not want to serve jury duty. The next fact Senator Alexander taught us was that you can vote at 18 but you cannot serve jury duty until you are 21, although it is very important to serve as a juror. He said, "It's not enough to vote, citizens should know about the issues too."

Last year Senator Alexander got a severe form of cancer. It was horrible, he was had to be fed through a feeding tube. He has a strong faith in God and believes God healed him from his cancer. He got this cancer from smoking and strongly discourages smoking to anyone.

Alexander has five great children and a very big family. His youngest daughter died of cancer, but not before writing a book. He has been happily married for 45 years.

CONTINUED ON PAGE 4
ALL ABOUT CURFEW

So you and your friends are out on Friday night. Your mom tells you to be home by 11:00 p.m. You follow all the traffic laws but a police officer pulls you over. He asks to see your driver's license or picture ID. When you show him your ID, he notices that you are under 18. Is that legal? What does that mean? You are out past curfew and you are arrested. What happens next?

The reason this happens is because Cleveland, like many cities, has laws about curfews. You will give you the information on why you will know about it.
CGREEW LAW

FRIDAY AND SATURDAYS
MIDNIGHT TO 6 O'CLOCK A.M.
AND
SUNDAY THROUGH THURSDAY NIGHTS
11 O'CLOCK P.M. TO 6 O'CLOCK A.M.

EFFECTIVE JUNE 4, 1991

DO NOT BE AT ANY PUBLIC PLACES, STREETS,
PARKS, WORKING LOTS, AND OTHER PLACES DURING
THE CURFEW HOURS.

PENALTIES: Any person under the age of seventeen or
over age seventeen without the presence of a
parent or authorized adult escort is subject to
penalties prescribed in accordance with
existing ordinances. Offenders under seventeen
years of age are also subject to juvenile court
proceedings.

EXCEPTIONS: Children or minors under age
accompanied by a parent or authorized adult
escort approved for special events, special
activities, or approved mass gatherings in advance. All the
preceding rules are subject to the discretion of the
City's Police Department. Special instructions, in writing, etc.,
may be issued.
BILLY PERRY'S INTERVIEW

In this interview, Billy Perry shares insights into his journey and the lessons he's learned along the way. Here are some key points:

1. **The Early Years**: Perry talks about growing up in a small town and how it shaped his values and work ethic.

2. **Challenges and Triumphs**: He discusses the challenges he faced early on in his career and how he overcame them. Perry emphasizes the importance of perseverance and hard work.

3. **Advice for Young Professionals**: Perry offers advice to young professionals, urging them to stay humble and continue learning.

4. **Family and Legacy**: Perry reflects on the role of family in his life and how he balances career and personal life.

5. **Looking to the Future**: Perry shares his vision for the future of the industry and what he hopes to achieve.

6. **Personal Values**: Perry discusses his core values and how they influence his decisions and actions.

Throughout the interview, Perry's passion for his work is evident, and he encourages others to pursue their passions with dedication.

---

**Questions and Answers**

**Q**: What are some key lessons you learned from growing up in a small town? **A**: I learned the value of hard work and integrity. Growing up in a small town taught me the importance of community and the impact of one's actions on others.

**Q**: How do you stay current with new technologies and industry trends? **A**: I attend conferences, read industry publications, and network with peers to stay informed.

**Q**: What advice do you have for young professionals just starting out? **A**: Always be curious, work hard, and don't be afraid to ask questions and take risks.

**Q**: How do you balance your personal and professional life? **A**: Prioritization is key. I make sure to dedicate time to family and hobbies to maintain a healthy work-life balance.

**Q**: What are your goals for the future? **A**: I want to continue growing my business and contributing to the industry. Additionally, I hope to mentor and guide the next generation of professionals.
Mr. President, I assume that all towns have a community center to gather in, including Lake George and Lake Waccamaw?

Mr. President, I am going to answer your question. If we had a civic center and people from everywhere were coming here to do all the activities in the civic center like family events and that kind of thing, then all that money would be coming to Cleveland. It would work with the old theater on the right corner to the museum. We could have some maybe those type games and things that we had in the civic center.

Mr. President, I have a question about the civic center. Would it include things like exercise equipment?

Mr. President, I think that something that the civic center, it would have to start with the basketball and then we’d bring in the activities and then we’d bring in the activities. Then we’d decide what should be in the civic center. I don’t see an option that there would be very little. If there were an option that there would be and something to bring to Cleveland would be a bookshop store for books, then things like that would be in the civic center. Not something like that.
BISHOP LEARCY BROWN'S INTERVIEW

Listed below are the biggest problems facing Cleveland:

1. Housing: There is a shortage of affordable housing which affects the quality of life for many residents. This is especially true in certain neighborhoods where housing has become unaffordable.

2. Education: The public school system is facing significant challenges, including a lack of funding, high dropout rates, and low graduation rates. This impacts not only the individuals directly affected but the entire community.

3. Employment: Unemployment rates are high, and many people are struggling to find stable, well-paying jobs.

4. Health: Access to healthcare is a major concern, with many residents lacking adequate insurance or access to medical services.

5. Safety: Crime rates are high, and public safety is a priority for many residents.

Spike Alexander, Speaking of jobs, what will you do to create jobs for 16 and 17 year olds who apparently have limited options?

LB: I think one of the biggest programs would be to try to have a neighborhood program where you go throughout the neighborhood. You have the local store owners, you have the local business people, and what we do is try to form a collaborative and hire some of those young people who have limited options. Therefore, the community would be invested in youth.

SA: Greenville and several other cities around the country have a mayor’s youth council. How would you feel about having a mayor’s youth council in Cleveland?

LB: I think it would be great to have a mayor’s youth council. As a matter of fact, I think it would be great to form a neighborhood throughout the better, better triangle, for Greenville and the other surrounding areas, and it would be good for youth to have a summit, where we could all come together and learn and be able to interact with each other.

SA: Have you been to Arcadia Mall and other shopping centers in Cleveland?

LB: I think you probably have to do something like that, to see what businesses are having a need for and the youth have to have someone in the mayor’s office that can see the businesses and see what’s going on, something of that nature to set things up.

DH: What do you think teenagers can contribute to the community?

LB: I think one of the greatest things we can do, the greatest is to engage the community with the youth. I think in a collaborative approach from our community, we think we need to include more young people, the value that we can get our teens to contribute more, to get them involved. I think that we need to have an effort to reach out to teenagers. I think that if we interact with our teenagers more, then we will understand each other more. It’s just that.

SA: There’s a group of teenagers that are doing research about building a skate park, rolling bowls, and BMX park all together in Clevelands. How do you feel about the proposed skate park?

LB: I think it’s really great. I think it’s good for Cleveland. Cleveland is a great city, but if we can put the parks in the city, and we do that, we can make the city a little bit more fun for the kids and the families.

DH: Teenagers like to stay busy on weekends. But there are a few things you can do that I’ve noticed beyond the movie theater and the bowling alley. Like, there are other recreational activities. What are some ideas you have about these?
SA: To Cleveland, most things besides Wel-Mor close fairly early. What types of safe, late-night activities (after 10 p.m.) could we have in Cleveland on the weekends? For example, midnight basketball, game tournaments, video games, or others?

LB: What you're saying is good and goes back to what we just finished talking about, the collaboration with the community. Social organizations, church, school, everybody working together. We've got midnight basketball, okay, your church collaboration says well we're going to be open on the weekend, next weekend, the social organizations, wherever, says we're going to be open. Everybody's playing a part. The thing is getting the city of the next is including everyone, and that's what our message is, inclusive, not exclusion. Including everyone, including young people. You all have bright ideas, but if you shut you all off, then we're going to miss out on a valuable resource. We have to have an effective ear, we have to have someone that's going to listen and be accessible and be effective to them.

SA: And you're going to listen to them.

LB: Yes, and we're going to be accessible, open to their policy. It will vary from one to two.

SA: Would you want to see more community involvement, why or why not?

LB: I support having a team around it, a stadium to include everyone. Our city is not going to progress unless we care about everyone. We have to be concerned, if we're going to grow, this person, an open center, it's going to include everybody. The only way we're going to grow is the obvious problem, when it comes to race relational, let's face it, we don't know each other. We have not interacted with each other. Until you have a team center, that's a good place to start because racism is based on prejudices. How do we break that down? We have never done it. We can't do that if we don't interact with each other. So, I support the idea of going to include everyone.

SB: How can we ensure that all teens have affordable access to community facilities such as LSU's exercise and pool?

SA: That goes back to collaboration. Delta State is part of the community. You are students who attend school in the Cleveland School District. So, the school district needs to form a collaboration with Delta State and see what kind of price they can come up with that's affordable for us. I don't know exactly what it is, but I'm quite sure that if they form a partnership, they could come up with an affordable price for teens.
DAVID WORK'S INTERVIEW

MM: It doesn't have to be just 14-15 year olds, 16 year old, most of their options are working at fast food restaurants.

DW: Right. That is unfortunate, without being able to create jobs. I want you to understand that I do strongly promote giving a teenager something to do. And that is through our sports programs with the Park Commision.

DH: Greenville and several other cities around the country have mayor's youth councils. How would you feel about having a mayor's council in Cleveland?

DW: I don't have any problem with it as long as they give you something to do. I believe that any program though has to be administered correctly and if you're going to go somewhere, don't go halfway. I would want to make sure that its successful. I would want to have a mayor's council put there in name and not see it doing something good.
I don't know what to say here on the application. I just have a few questions that you need to answer for the application.

1. What made you choose the Methodist Church? 
2. What do you think is the most important quality in a church leader? 
3. How do you feel about the current state of the church? 

I hope this information is helpful to you. If you have any questions, please feel free to ask.
Disc golf is not a very popular sport, but that doesn’t mean it’s not fun. I think it’s about one of the most fun things to do in the Delta. Disc golf if played exactly like regular golf...except for the fact that you’re throwing a Frisbee instead of hitting a ball. It is also scored just like golf. Every hole in Rosedale is a par 3 (which means it should take you about three tries to get the Frisbee in the basket). There is also much walking involved in disc golf, so if you enjoy walking or just need the exercise, give it a try. Even if you don’t like walking, it is still fun. So if you are looking for something to do on a Saturday, then why not try disc golf? I’m sure you will enjoy yourself.
As a part of National Youth Service Day on April 16, 2005, students in the Lighthouse Arts and Heritage Program from D.M. Smith Middle School have started a PEERS program. PEERS is People Encouraging Everyone to do the Right Stuff. They are making recycle clubs in Cleveland schools. April 16, 2005 was the day that club members painted recycle bins that will be put in the schools. The CYC funded the project with grant money from the Learn and Serve program and the Mississippi Department of Education. This money allowed PEERS to further their goal, which is to recycle. The PEERS clubs will also give a 2006 graduating senior from one of the schools funds raised by the clubs. It will be given to the senior in the form of a scholarship that will be between $500 and $1000. So far, there are clubs at D.M. Smith, East Side High School and next year there will be one at Hayes Cooper. To start a PEERS club at your school, contact coordinators Rose Hurder or Amanda Columbus at 846.4328.
NAPOLEON DYNAMITE

If you haven’t seen the movie Napoleon Dynamite, you need to go see it today! COSH! It’s like the best movie ever!

The movie has NO plot line whatsoever, but its funny one-liners make it a great movie. Trust me, after seeing this movie you will be quoting it for years to come.

The movie is like a day in the life of a nerd. Yeah, I know that sounds mean and cut, but c’mon, it’s actually the characters that make it so funny. I mean you get a bunch of cool kids on camera and say all of those things it would just be plain old boring, gosh! Oh! And if you are wondering why I am saying gosh so much, just see the movie.

Truthfully, I think it all depends on what type of person you are to know whether or not you will like it. There are some people who think the movie is just stupid but others who love it, and if you can’t tell I am one of the ones who LOVE it!

This is a movie that will lift your spirit when you are feeling bad and make you feel better about yourself at the same time. I recommend this to anyone who wants to have a good laugh.

MANY THANKS...to the Dreyfus Health Foundation for their grant to support publication of What It Is!! The Dreyfus Health Foundation awards grants to people all around the world who want to address issues in their community, Clarksdale, MS and the surrounding Delta area is one of their program sites. To learn more about the Foundation, visit www.dhsglobal.org.
Are you interested in evolving your music skills? Do you want to develop new music skills? Do you want to have SOME KIND of music skills? If so, then Eagle Music Academy is the place to be.

Eagle Music Academy is a place were young people can learn musical skills or further their skills.

The classes they offer are Blue class, African-drumming, and Afro-Cuban drumming. In the summer they will offer more classes, video and audio production, and recording business. They are also going to have a recording studio in the future, where kids can record their own music.

There are two age groups, 12 and 13- up. Those ages are not written in stone. If a 10-year-old is ready to get in the real class, then that would be ok.

Eagle Music Academy was established in 1988 by Joe Johnson at Mound Bayou. When Mr. Johnson was in high school, a music producer came to Mound Bayou and wanted to train some of the students in the music business. Mr. Johnson was one of those students. He learned a lot from that man and was inspired to start Eagle Music Academy.

The Academy doesn’t quite have a building yet, so they meet in various locations. Some of those locations include: Wall of Faith Ministry in Mound Bayou, Broad Street in Shelby, a church in Shelby, and West Point Middle School in Rosedale.

In addition to teaching about music, the Academy is also a way to keep kids out of trouble. Instead of being out on the street doing whatever you feel like, you could be taking music lessons or be at home practicing your instrument.

We encourage anyone who wants to grow as a musician or become a musician to try Eagle Music Academy. To learn more about the Academy, contact the CYC at 604-4445 and we will give you Joe Johnson’s information.

EMMETT TILL ORAL HISTORY PROJECT

In the 1980s, Emmett Till was murdered and his murderers were never convicted. This project is dedicated to learning more about Emmett and honoring his memory.

On September 28th, 1955, Emmett Till was brutally murdered in Mississippi. He was only 14 years old. His body was found in the Tallahatchie River. The skull had been split and it was learned that he was shot in the head and chest.

The murder of Emmett Till was a major event in the history of the Civil Rights Movement. It helped to spark the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

The Emmett Till Memorial Project was founded by the NAACP. The project works to educate people about the history of Emmett Till and the Civil Rights Movement.

In 1987, the autobiography of Emmett Till, "Up from the Ashes," was published. The book is a powerful account of Emmett's life and the events surrounding his death.

The project also works to preserve and protect the site of Emmett's burial. The site is now a national monument and is open to the public.

The Emmett Till Memorial Project is a non-profit organization that is dedicated to preserving the history of Emmett Till and the Civil Rights Movement. The organization is headquartered in Chicago, Illinois.
Eat More Chicken!

I don’t know about you but I love Chick-Fil-A. I bet you didn’t know we had one in Cleveland though.

It’s different than any other chick-fil-a that I have been to. It’s called an express. You go and pick up what you want instead of ordering it. Then you pay for it. It’s in the Student Union at DSU, which is at the end of the quad.

For those of you who have never been to Chick-Fil-A, I will try to explain to you what we had and how it tasted. I had the Chick-Fil-A chicken sandwich and it was delicious. I don’t really like the combination of pickles and chicken, so I just took the pickles off.

D’Karris had the grilled chicken sandwich. He said it was pretty good! It had some expensive looking lettuce, grilled chicken, a wheat-like bun with sesame seeds on it, and he added some mayo. Oh yeah! He also had some waffle fries and a Sun-kist. The fries weren’t too shabby.

Sarah had the 8 piece chicken nuggets but she got 9! It was all white meat so she said it was pretty good quality chicken.

It seems to be a normal Chick-Fil-A so I’m sure we will make more trips there and I recommend that you do too! 2 thumbs up!

The Animal Shelter

The Animal Shelter is a place where different species of animals are kept. They have dogs, cats, birds, and various other pets. They have to put the animals there because they can’t stay in the city. They don’t have a lot of space so sometimes animals get sick or injured. The Animal Shelter is a great place to keep an adoption program because they are always looking for a home for each animal. They try to find the best fit for each animal, whether it’s a dog, cat, or another pet. They want to make sure that the animals are happy and healthy.

The Animal Shelter plays a vital role in preventing cruelty to animals. Not only do they care for the animals, but they also educate people about the importance of taking care of pets. They encourage people to think about adopting a pet from the shelter rather than buying one. This helps to reduce the number of pets that end up in shelters.

The Animal Shelter also runs an adoption program. If you are interested in adopting an animal, you can contact them to see what is available. They have a variety of pets, from dogs and cats to birds and exotic animals. They can help you find the perfect pet for your family.

Contact the Animal Shelter at 555-1234.
Evaluation of the W.K. Kellogg Youth Innovation Fund
Spring 2004 Youth Board Member Survey Responses

Cleveland Youth Innovation Fund
N=11

October 15, 2004
### Youth Board Activities

1. **How did you learn about the Youth Board? (Circle All That Apply)**

<table>
<thead>
<tr>
<th>Option</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked on the proposal for the Youth Innovation Fund grant</td>
<td>3</td>
</tr>
<tr>
<td>At school</td>
<td>9</td>
</tr>
<tr>
<td>Through the newspaper</td>
<td>2</td>
</tr>
<tr>
<td>Through a local business</td>
<td>0</td>
</tr>
<tr>
<td>Through a community-based organization</td>
<td>0</td>
</tr>
<tr>
<td>Through an adult civic organization (for example, Kiwanis, Rotary)</td>
<td>0</td>
</tr>
<tr>
<td>Through an existing youth group (for example, Boys &amp; Girls Club, Girl/Boy Scouts)</td>
<td>0</td>
</tr>
<tr>
<td>Through an existing youth council</td>
<td>0</td>
</tr>
<tr>
<td>Through a place of worship (church, synagogue, mosque, etc.)</td>
<td>0</td>
</tr>
<tr>
<td>Through a friend</td>
<td>5</td>
</tr>
<tr>
<td>At the Youth Board kick-off rally</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **What were your MAIN reasons for joining the Youth Board? (Circle UP TO FOUR)**

<table>
<thead>
<tr>
<th>Reason</th>
<th>N=8</th>
</tr>
</thead>
<tbody>
<tr>
<td>To challenge myself and grow</td>
<td>1</td>
</tr>
<tr>
<td>To learn more about problems affecting my local community</td>
<td>2</td>
</tr>
<tr>
<td>To learn how to make changes in my community</td>
<td>7</td>
</tr>
<tr>
<td>To help solve a problem in my community</td>
<td>2</td>
</tr>
<tr>
<td>To work with others who also want to improve my community</td>
<td>2</td>
</tr>
<tr>
<td>To help others and make a difference in someone's life</td>
<td>4</td>
</tr>
<tr>
<td>To prove to myself that I can accomplish something meaningful</td>
<td>0</td>
</tr>
<tr>
<td>To work with youth from backgrounds different from mine</td>
<td>2</td>
</tr>
<tr>
<td>To have an opportunity to work with adults</td>
<td>0</td>
</tr>
<tr>
<td>To take on responsibilities not normally given to youth</td>
<td>5</td>
</tr>
<tr>
<td>To learn skills to be a leader in my community</td>
<td>3</td>
</tr>
<tr>
<td>To participate in community service</td>
<td>1</td>
</tr>
<tr>
<td>To earn service-learning credit for school</td>
<td>0</td>
</tr>
<tr>
<td>To improve my chances of getting into a good college</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>
3. Looking at the current make-up of the Youth Board, to what extent do you agree with each of the following statements about youth on the Board? (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Statement</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
<th>Don't Know/Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth members are racially/ethnically representative of the community</td>
<td>N=10</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Youth members are representative of the community in terms of their economic background</td>
<td>N=10</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Youth members represent the different neighborhoods in the community</td>
<td>N=10</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Youth members represent a diversity of peer groups (for example, different groups of friends, interests, or attitudes)</td>
<td>N=10</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Youth members have varying levels of experience in youth leadership (both traditional and nontraditional types of leadership)</td>
<td>N=10</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Youth members represent most of the schools in the community</td>
<td>N=11</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

4. We understand that youth are busy with school and other commitments and that they might find it difficult to attend Board meetings on a regular basis. How often would you say you attend your Youth Board's meetings?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>4</td>
</tr>
<tr>
<td>Almost always</td>
<td>4</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Every once in a while</td>
<td>0</td>
</tr>
<tr>
<td>Hardly ever</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Thinking back to LAST MONTH, about how much time would you say you spent on activities related to the Youth Board (for example, time spent on full Board meetings, subcommittee meetings, Community Mapping activities, individual work, etc.?)

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 hours</td>
<td>5</td>
</tr>
<tr>
<td>Between 5 and 10 hours</td>
<td>3</td>
</tr>
<tr>
<td>Between 11 and 15 hours</td>
<td>1</td>
</tr>
<tr>
<td>Between 16 and 20 hours</td>
<td>2</td>
</tr>
<tr>
<td>More than 20 hours</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Youth may participate on their Youth Boards in various ways, and it's likely that youth participate more actively in some areas than in others. On which of the following activities have you personally spent the MOST time? (Circle UP TO FOUR)

<table>
<thead>
<tr>
<th>Activity</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying community problems and possible ways to address them (that is, Community Mapping)</td>
<td>7</td>
</tr>
<tr>
<td>Identifying key power players in the community (that is, Power Analysis)</td>
<td>1</td>
</tr>
<tr>
<td>Determining the kinds of issues the Board would like to see addressed by mini-grantees</td>
<td>6</td>
</tr>
<tr>
<td>Setting goals for what Board members hope to get out of upcoming activities</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on what Board members have learned from participating in Youth Board activities</td>
<td>2</td>
</tr>
<tr>
<td>Building connections with community organizations or adult allies</td>
<td>1</td>
</tr>
<tr>
<td>Participating in community service or volunteering as part of my work with the Youth Board</td>
<td>2</td>
</tr>
<tr>
<td>Participating in teambuilding activities</td>
<td>5</td>
</tr>
<tr>
<td>Analyzing community data</td>
<td>3</td>
</tr>
<tr>
<td>Doing outreach to raise community awareness of community needs</td>
<td>1</td>
</tr>
<tr>
<td>Recruiting other Youth Board members</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>
7. Youth Board members can take on a variety of both formal and informal leadership roles. As part of your involvement on the Youth Board, have you personally done any of the following? (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Circled</th>
<th>Not Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been the co-chair or chair of my Youth Board</td>
<td>N=11</td>
<td>2</td>
</tr>
<tr>
<td>Been the co-chair or chair of a committee or subcommittee</td>
<td>N=11</td>
<td>3</td>
</tr>
<tr>
<td>Been the video liaison for my Youth Board</td>
<td>N=11</td>
<td>3</td>
</tr>
<tr>
<td>Been the evaluation liaison for my Youth Board</td>
<td>N=11</td>
<td>2</td>
</tr>
<tr>
<td>Helped to resolve conflicts among Youth Board members</td>
<td>N=11</td>
<td>2</td>
</tr>
<tr>
<td>Come up with new ideas for Youth Board projects or activities</td>
<td>N=11</td>
<td>8</td>
</tr>
<tr>
<td>Taken the initiative to identify tasks that needed to be completed by the Board</td>
<td>N=11</td>
<td>5</td>
</tr>
<tr>
<td>Helped to plan a Youth Board meeting</td>
<td>N=11</td>
<td>7</td>
</tr>
<tr>
<td>Helped to organize a community presentation or rally</td>
<td>N=11</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>N=11</td>
<td>0</td>
</tr>
</tbody>
</table>

8. As part of your involvement on the Youth Board, have you personally done any of the following to involve members of the community in Youth Board activities? (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Circled</th>
<th>Not Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken at community meetings (including school Board or city council meetings)</td>
<td>N=11</td>
<td>4</td>
</tr>
<tr>
<td>Provided training or workshops for community members</td>
<td>N=11</td>
<td>0</td>
</tr>
<tr>
<td>Been interviewed by a local newspaper, talk show, or news program</td>
<td>N=11</td>
<td>4</td>
</tr>
<tr>
<td>Spoken at a community rally organized by your Board</td>
<td>N=11</td>
<td>1</td>
</tr>
<tr>
<td>Handed out or posted flyers about the Board or upcoming Board events</td>
<td>N=11</td>
<td>4</td>
</tr>
<tr>
<td>Sent out press releases about your Board’s activities</td>
<td>N=11</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>N=11</td>
<td>1</td>
</tr>
</tbody>
</table>
For each item below, please circle all of the individuals who are responsible for the activity on your Youth Board. For example, if both youth and the site coordinator are responsible for determining the Board meeting schedule, circle both of those. If you personally have been responsible for an activity, circle the “I Have Done This” column. (Circle ALL That Apply In Each Row)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Youth Members</th>
<th>Site Coordinator</th>
<th>Adult Board Members</th>
<th>Consortium Partners</th>
<th>I Have Done This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining the Board meeting schedule</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Setting the Board meeting agenda</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Leading or facilitating Board meetings</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Keeping the Board meetings on task (for example, “timekeeper”)</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Taking Board meeting notes/minutes</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Establishing Youth Board rules (that is, about attendance, behavior, etc.)</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Preparing Board materials (for example, the mini-grantee application, press releases)</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Working on tasks related to awarding mini-grants (for example, recruiting mini-grantees, reviewing proposals, etc.)</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Providing training to Youth Board members (for example, leading an activity or making a presentation to help members learn about a topic or learn a specific skill)</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Making presentations to the community</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Collecting data for activities like Community Mapping (for example, conducting interviews)</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Analyzing data collected through activities like Community Mapping</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>N= 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Below are some statements about youth-adult interactions on your Youth Board. Please indicate how strongly you agree or disagree with each statement. (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth and adults respect each other</td>
<td>N=11</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Youth and adults trust each other</td>
<td>N=11</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Adults think youth don't care</td>
<td>N=11</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Youth feel comfortable with adults on the Board</td>
<td>N=11</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Adults get angry with youth when youth make mistakes</td>
<td>N=10</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Adults listen to and value youth's ideas</td>
<td>N=9</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Youth can talk to adults on the Board about things that are concerning them</td>
<td>N=11</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Adults on the Board don't care what youth think</td>
<td>N=11</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Youth listen to and value adults' ideas</td>
<td>N=11</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Adults believe youth can make positive contributions to their communities</td>
<td>N=11</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
11. To what extent would you say you have opportunities to learn about each of the following topics through your participation on the Youth Board? (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Topic</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning of service learning and examples of service learning activities</td>
<td>N=10</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ways in which youth can work to improve their communities and their lives</td>
<td>N=10</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ways that youth can engage in youth philanthropy and grant-making</td>
<td>N=10</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ways that youth can be leaders in their communities</td>
<td>N=10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The process of identifying community needs (that is, Community Mapping)</td>
<td>N=10</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>The process of identifying key power players in the community (that is, Power Analysis)</td>
<td>N=9</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>The process of addressing a community's problems by creating a plan and implementing it</td>
<td>N=10</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Ways to work together as a team</td>
<td>N=9</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ways that youth can be involved in the media</td>
<td>N=10</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>The process of raising funds to support youth-led activities</td>
<td>N=10</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ways to work together with other organizations and individuals in the community</td>
<td>N=10</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ways that youth and adults can work together effectively</td>
<td>N=9</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ways in which different people or groups perceive the same community problem</td>
<td>N=10</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ways to work through differences in opinion</td>
<td>N=10</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ways to work with youth with different backgrounds, experiences, and/or working styles</td>
<td>N=10</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
12. Now we would like to know the extent to which the following activities have helped increase your knowledge/understanding of those topics. (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Activity</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions with other youth on the Board during Board meetings</td>
<td>N=9</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Discussions with adults on the Board during Board meetings</td>
<td>N=9</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Going out into the community and talking to people</td>
<td>N=9</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Conducting research (for example, reading newspapers, searching the net, watching the news)</td>
<td>N=9</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Attending presentations, workshops, conferences held by your site coordinator</td>
<td>N=9</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Attending cross-site meetings or trainings sponsored by the national Youth Innovation Fund</td>
<td>N=9</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Attending presentations, workshops, conferences held by individuals or organizations in your community</td>
<td>N=9</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

13. Considering all of the ways you've been involved with your Youth Board, from which of the following activities have you learned the MOST? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Activity</th>
<th>N=8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Board community rally</td>
<td>1</td>
</tr>
<tr>
<td>Teambuilding activities</td>
<td>3</td>
</tr>
<tr>
<td>Community Mapping</td>
<td>3</td>
</tr>
<tr>
<td>Power Analysis</td>
<td>0</td>
</tr>
<tr>
<td>Youth media and collection of video footage</td>
<td>2</td>
</tr>
<tr>
<td>Reflection activities (for example, journal writing)</td>
<td>0</td>
</tr>
<tr>
<td>Cross-site learning opportunities (for example, meetings, telephone calls)</td>
<td>4</td>
</tr>
<tr>
<td>Outreach to the media</td>
<td>1</td>
</tr>
<tr>
<td>Outreach to other local youth</td>
<td>0</td>
</tr>
<tr>
<td>Outreach to other community organizations</td>
<td>0</td>
</tr>
<tr>
<td>Discussions at Youth Board meetings</td>
<td>5</td>
</tr>
<tr>
<td>Mini-grant application planning and review process</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>
15. In which of the following areas do you think your Youth Board has been most successful? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting Youth Board members who are representative of the community</td>
<td>7</td>
</tr>
<tr>
<td>Improving Youth Board members' understanding of civic activism</td>
<td>2</td>
</tr>
<tr>
<td>Highlighting the roles that youth can play in their community</td>
<td>2</td>
</tr>
<tr>
<td>Fostering positive adult-youth interaction</td>
<td>0</td>
</tr>
<tr>
<td>Giving Youth Board members input regarding Board activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with local consortium partners</td>
<td>0</td>
</tr>
<tr>
<td>Assessing community needs</td>
<td>2</td>
</tr>
<tr>
<td>Activities related to recruiting and/or selecting mini-grantees</td>
<td>3</td>
</tr>
<tr>
<td>Providing guidance to mini-grantee applicants to increase the chances of high-quality proposals</td>
<td>1</td>
</tr>
<tr>
<td>Making decisions based on consensus among Youth Board members</td>
<td>1</td>
</tr>
<tr>
<td>Teambuilding</td>
<td>1</td>
</tr>
<tr>
<td>Providing Youth Board members with leadership opportunities</td>
<td>3</td>
</tr>
<tr>
<td>Providing opportunities for youth to reflect on what they've learned</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

17. In which, if any, of the following areas of your Youth Board would you like to see improvements? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No improvements needed.</td>
<td>2</td>
</tr>
<tr>
<td>Recruiting Youth Board members who are representative of the community</td>
<td>3</td>
</tr>
<tr>
<td>Improving Youth Board members' understanding of civic activism</td>
<td>0</td>
</tr>
<tr>
<td>Highlighting the roles that youth can play in their community</td>
<td>0</td>
</tr>
<tr>
<td>Fostering positive adult-youth interaction</td>
<td>1</td>
</tr>
<tr>
<td>Giving Youth Board members input regarding Board activities</td>
<td>0</td>
</tr>
<tr>
<td>Working with local consortium partners</td>
<td>3</td>
</tr>
<tr>
<td>Assessing community needs</td>
<td>0</td>
</tr>
<tr>
<td>Activities related to recruiting and/or selecting mini-grantees</td>
<td>1</td>
</tr>
<tr>
<td>Providing guidance to mini-grantee applicants to increase the chances of receiving high-quality proposals from them</td>
<td>1</td>
</tr>
<tr>
<td>Making decisions based on consensus among Youth Board members</td>
<td>1</td>
</tr>
<tr>
<td>Teambuilding</td>
<td>1</td>
</tr>
<tr>
<td>Providing Youth Board members with leadership opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Providing opportunities for youth to reflect on what they've learned</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
### Attitudes and Beliefs

#### 18. Please indicate how strongly you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a strong and personal attachment to a particular community</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I often discuss and think about how political, social, local or national issues affect the community I live in</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It is my responsibility to help improve the community</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am aware of what can be done to meet the important needs in the community</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I feel I have the power to make a difference in the community</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I try to encourage others to take civic action</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Becoming involved in political or social issues is a good way to improve the community</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I believe that I can personally make a difference in the community</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I believe that I can have enough influence to impact community decisions</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>I understand how political and social issues affect members in the community</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Youth can make an important difference in the community</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Community problems can be solved when groups of people work together to solve them</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Youth and adults can work effectively together to address community problems</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
19. Please indicate how comfortable you were BEFORE becoming a member of the Youth Board and NOW that you have had the experience of being on the Youth Board with each of the following activities.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
20. Please indicate how knowledgeable you were BEFORE becoming a member of the Youth Board and NOW that you have had the experience of being on the Youth Board about the following topics.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Not At All Knowledgeable</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>
### Prior Experience and Background Characteristics

21. Please indicate in which of the following areas you had experience prior to becoming a member of your Youth Board. (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Area</th>
<th>N=10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in community service or volunteering activities</td>
<td>9</td>
</tr>
<tr>
<td>Engaging in philanthropic or grant-making activities</td>
<td>3</td>
</tr>
<tr>
<td>Participating in service learning activities</td>
<td>4</td>
</tr>
<tr>
<td>Participation in other youth-led organizations (for example, student government)</td>
<td>7</td>
</tr>
<tr>
<td>Participation in other youth service organizations for youth (for example, Boy/Girl Scouts)</td>
<td>6</td>
</tr>
<tr>
<td>Participation on a community youth council (for example, student council, student representative to the district)</td>
<td>3</td>
</tr>
<tr>
<td>Participation in leadership positions in school</td>
<td>6</td>
</tr>
<tr>
<td>Participation in city, state, or national political activities (for example, electoral campaigns, protests, voting drives)</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>I did not have prior experience in any of these areas prior to becoming a member of the Board</td>
<td>0</td>
</tr>
</tbody>
</table>

22. What grade are you in?

<table>
<thead>
<tr>
<th>Grade</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>0</td>
</tr>
<tr>
<td>Eighth</td>
<td>0</td>
</tr>
<tr>
<td>Ninth</td>
<td>1</td>
</tr>
<tr>
<td>Tenth</td>
<td>1</td>
</tr>
<tr>
<td>Eleventh</td>
<td>3</td>
</tr>
<tr>
<td>Twelfth</td>
<td>5</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
23. What race/ethnicity do you describe yourself as? (Circle ONE Response)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Native American</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
</tr>
<tr>
<td>Latino and/or Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Asian American</td>
<td>0</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>7</td>
</tr>
<tr>
<td>Other or mixed race</td>
<td>1</td>
</tr>
</tbody>
</table>

24. Are you:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
</tr>
</tbody>
</table>

25. How old are you? (in years)

<table>
<thead>
<tr>
<th>Age</th>
<th>N=11</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>
Evaluation of the W.K. Kellogg Youth Innovation Fund
Spring 2004 Youth Board Member Survey Responses

Across All Sites
N=103

October 15, 2004
**Youth Board Activities**

1. **How did you learn about the Youth Board? (Circle All That Apply)**

<table>
<thead>
<tr>
<th>Option</th>
<th>N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked on the proposal for the Youth Innovation Fund grant</td>
<td>14%</td>
</tr>
<tr>
<td>At school</td>
<td>57%</td>
</tr>
<tr>
<td>Through the newspaper</td>
<td>6%</td>
</tr>
<tr>
<td>Through a local business</td>
<td>1%</td>
</tr>
<tr>
<td>Through a community-based organization</td>
<td>16%</td>
</tr>
<tr>
<td>Through an adult civic organization (for example, Kiwanis, Rotary)</td>
<td>1%</td>
</tr>
<tr>
<td>Through an existing youth group (for example, Boys &amp; Girls Club, Girl/Boy Scouts)</td>
<td>10%</td>
</tr>
<tr>
<td>Through an existing youth council</td>
<td>14%</td>
</tr>
<tr>
<td>Through a place of worship (church, synagogue, mosque, etc.)</td>
<td>3%</td>
</tr>
<tr>
<td>Through a friend</td>
<td>32%</td>
</tr>
<tr>
<td>At the Youth Board kick-off rally</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

2. **What were your MAIN reasons for joining the Youth Board? (Circle UP TO FOUR)**

<table>
<thead>
<tr>
<th>Reason</th>
<th>N=84</th>
</tr>
</thead>
<tbody>
<tr>
<td>To challenge myself and grow</td>
<td>37%</td>
</tr>
<tr>
<td>To learn more about problems affecting my local community</td>
<td>29%</td>
</tr>
<tr>
<td>To learn how to make changes in my community</td>
<td>58%</td>
</tr>
<tr>
<td>To help solve a problem in my community</td>
<td>33%</td>
</tr>
<tr>
<td>To work with others who also want to improve my community</td>
<td>26%</td>
</tr>
<tr>
<td>To help others and make a difference in someone's life</td>
<td>27%</td>
</tr>
<tr>
<td>To prove to myself that I can accomplish something meaningful</td>
<td>13%</td>
</tr>
<tr>
<td>To work with youth from backgrounds different from mine</td>
<td>20%</td>
</tr>
<tr>
<td>To have an opportunity to work with adults</td>
<td>1%</td>
</tr>
<tr>
<td>To take on responsibilities not normally given to youth</td>
<td>44%</td>
</tr>
<tr>
<td>To learn skills to be a leader in my community</td>
<td>38%</td>
</tr>
<tr>
<td>To participate in community service</td>
<td>23%</td>
</tr>
<tr>
<td>To earn service-learning credit for school</td>
<td>1%</td>
</tr>
<tr>
<td>To improve my chances of getting into a good college</td>
<td>24%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>
3. Looking at the current make-up of the Youth Board, to what extent do you agree with each of the following statements about youth on the Board? (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Statement</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
<th>Don't Know/ Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth members are racially/ethnically representative of the community</td>
<td>N=100</td>
<td>45%</td>
<td>26%</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Youth members are representative of the community in terms of their economic background</td>
<td>N=100</td>
<td>35%</td>
<td>38%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Youth members represent the different neighborhoods in the community</td>
<td>N=98</td>
<td>59%</td>
<td>32%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Youth members represent a diversity of peer groups (for example, different groups of friends, interests, or attitudes)</td>
<td>N=99</td>
<td>62%</td>
<td>22%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Youth members have varying levels of experience in youth leadership (both traditional and nontraditional types of leadership)</td>
<td>N=100</td>
<td>47%</td>
<td>42%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Youth members represent most of the schools in the community</td>
<td>N=100</td>
<td>42%</td>
<td>27%</td>
<td>25%</td>
<td>5%</td>
</tr>
</tbody>
</table>

4. We understand that youth are busy with school and other commitments and that they might find it difficult to attend Board meetings on a regular basis. How often would you say you attend your Youth Board's meetings?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>N=101</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the time</td>
<td>30%</td>
</tr>
<tr>
<td>Almost always</td>
<td>59%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11%</td>
</tr>
<tr>
<td>Every once in a while</td>
<td>1%</td>
</tr>
<tr>
<td>Hardly ever</td>
<td>0%</td>
</tr>
</tbody>
</table>
5. Thinking back to LAST MONTH, about how much time would you say you spent on activities related to the Youth Board (for example, time spent on full Board meetings, subcommittee meetings, Community Mapping activities, individual work, etc.)?

<table>
<thead>
<tr>
<th>Less than 5 hours</th>
<th>22%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 5 and 10 hours</td>
<td>33%</td>
</tr>
<tr>
<td>Between 11 and 15 hours</td>
<td>30%</td>
</tr>
<tr>
<td>Between 16 and 20 hours</td>
<td>9%</td>
</tr>
<tr>
<td>More than 20 hours</td>
<td>8%</td>
</tr>
</tbody>
</table>

6. Youth may participate on their Youth Boards in various ways, and it's likely that youth participate more actively in some areas than in others. On which of the following activities have you personally spent the MOST time? (Circle UP TO FOUR)

<table>
<thead>
<tr>
<th>Activity</th>
<th>N=91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying community problems and possible ways to address them (that is, Community Mapping)</td>
<td>64%</td>
</tr>
<tr>
<td>Identifying key power players in the community (that is, Power Analysis)</td>
<td>21%</td>
</tr>
<tr>
<td>Determining the kinds of issues the Board would like to see addressed by grantees</td>
<td>42%</td>
</tr>
<tr>
<td>Setting goals for what Board members hope to get out of upcoming activities</td>
<td>29%</td>
</tr>
<tr>
<td>Reflecting on what Board members have learned from participating in Youth Board activities</td>
<td>20%</td>
</tr>
<tr>
<td>Building connections with community organizations or adult allies</td>
<td>20%</td>
</tr>
<tr>
<td>Participating in community service or volunteering as part of my work with the Youth Board</td>
<td>13%</td>
</tr>
<tr>
<td>Participating in teambuilding activities</td>
<td>27%</td>
</tr>
<tr>
<td>Analyzing community data</td>
<td>34%</td>
</tr>
<tr>
<td>Doing outreach to raise community awareness of community needs</td>
<td>22%</td>
</tr>
<tr>
<td>Recruiting other Youth Board members</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
</tr>
</tbody>
</table>
7. Youth Board members can take on a variety of both formal and informal leadership roles. As part of your involvement on the Youth Board, have you personally done any of the following? (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Circled</th>
<th>Not Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been the co-chair or chair of my Youth Board</td>
<td>N=103</td>
<td>11%</td>
</tr>
<tr>
<td>Been the co-chair or chair of a committee or subcommittee</td>
<td>N=103</td>
<td>31%</td>
</tr>
<tr>
<td>Been the video liaison for my Youth Board</td>
<td>N=103</td>
<td>20%</td>
</tr>
<tr>
<td>Been the evaluation liaison for my Youth Board</td>
<td>N=103</td>
<td>14%</td>
</tr>
<tr>
<td>Helped to resolve conflicts among Youth Board members</td>
<td>N=103</td>
<td>17%</td>
</tr>
<tr>
<td>Come up with new ideas for Youth Board projects or activities</td>
<td>N=103</td>
<td>61%</td>
</tr>
<tr>
<td>Taken the initiative to identify tasks that needed to be completed by the Board</td>
<td>N=103</td>
<td>44%</td>
</tr>
<tr>
<td>Helped to plan a Youth Board meeting</td>
<td>N=103</td>
<td>45%</td>
</tr>
<tr>
<td>Helped to organize a community presentation or rally</td>
<td>N=103</td>
<td>51%</td>
</tr>
<tr>
<td>Other</td>
<td>N=103</td>
<td>5%</td>
</tr>
</tbody>
</table>

8. As part of your involvement on the Youth Board, have you personally done any of the following to involve members of the community in Youth Board activities? (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Circled</th>
<th>Not Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken at community meetings (including school Board or city council meetings)</td>
<td>N=103</td>
<td>32%</td>
</tr>
<tr>
<td>Provided training or workshops for community members</td>
<td>N=103</td>
<td>28%</td>
</tr>
<tr>
<td>Been interviewed by a local newspaper, talk show, or news program</td>
<td>N=103</td>
<td>28%</td>
</tr>
<tr>
<td>Spoken at a community rally organized by your Board</td>
<td>N=103</td>
<td>26%</td>
</tr>
<tr>
<td>Handed out or posted flyers about the Board or upcoming Board events</td>
<td>N=103</td>
<td>65%</td>
</tr>
<tr>
<td>Sent out press releases about your Board's activities</td>
<td>N=103</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>N=103</td>
<td>3%</td>
</tr>
</tbody>
</table>
For each item below, please circle all of the individuals who are responsible for the activity on your Youth Board. For example, if both youth and the site coordinator are responsible for determining the Board meeting schedule, circle both of those. If you personally have been responsible for an activity, circle the “I Have Done This” column. (Circle ALL That Apply In Each Row)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Youth Members</th>
<th>Site Coordinator</th>
<th>Adult Board Members</th>
<th>Consortium Partners</th>
<th>I Have Done This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining the Board meeting schedule</td>
<td>89%</td>
<td>74%</td>
<td>43%</td>
<td>8%</td>
<td>37%</td>
</tr>
<tr>
<td>Setting the Board meeting agenda</td>
<td>79%</td>
<td>78%</td>
<td>22%</td>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td>Leading or facilitating Board meetings</td>
<td>83%</td>
<td>61%</td>
<td>21%</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td>Keeping the Board meetings on task (for example, “timekeeper”)</td>
<td>86%</td>
<td>47%</td>
<td>26%</td>
<td>5%</td>
<td>29%</td>
</tr>
<tr>
<td>Taking Board meeting notes/minutes</td>
<td>88%</td>
<td>30%</td>
<td>13%</td>
<td>0%</td>
<td>37%</td>
</tr>
<tr>
<td>Establishing Youth Board rules (that is, about attendance, behavior, etc.)</td>
<td>92%</td>
<td>53%</td>
<td>45%</td>
<td>9%</td>
<td>49%</td>
</tr>
<tr>
<td>Preparing Board materials (for example, the mini-grantee application, press releases)</td>
<td>86%</td>
<td>87%</td>
<td>31%</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Working on tasks related to awarding mini-grants (for example, recruiting mini-grantees, reviewing proposals, etc.)</td>
<td>95%</td>
<td>64%</td>
<td>45%</td>
<td>24%</td>
<td>52%</td>
</tr>
<tr>
<td>Providing training to Youth Board members (for example, leading an activity or making a presentation to help members learn about a topic or learn a specific skill)</td>
<td>77%</td>
<td>74%</td>
<td>45%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>Making presentations to the community</td>
<td>89%</td>
<td>51%</td>
<td>30%</td>
<td>26%</td>
<td>37%</td>
</tr>
<tr>
<td>Collecting data for activities like Community Mapping (for example, conducting interviews)</td>
<td>91%</td>
<td>45%</td>
<td>33%</td>
<td>10%</td>
<td>47%</td>
</tr>
<tr>
<td>Analyzing data collected through activities like Community Mapping</td>
<td>93%</td>
<td>52%</td>
<td>37%</td>
<td>12%</td>
<td>44%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N= 98</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Below are some statements about youth-adult interactions on your Youth Board. Please indicate how strongly you agree or disagree with each statement. (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth and adults respect each other</td>
<td>N=99 92%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Youth and adults trust each other</td>
<td>N=97 80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults think youth don't care</td>
<td>N=97 6%</td>
<td>6%</td>
<td>9%</td>
<td>78%</td>
</tr>
<tr>
<td>Youth feel comfortable with adults on the Board</td>
<td>N=98 77%</td>
<td>20%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Adults get angry with youth when youth make mistakes</td>
<td>N=98 4%</td>
<td>8%</td>
<td>15%</td>
<td>72%</td>
</tr>
<tr>
<td>Adults listen to and value youth’s ideas</td>
<td>N=95 77%</td>
<td>20%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Youth can talk to adults on the Board about things that are concerning them</td>
<td>N=99 64%</td>
<td>32%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Adults on the Board don't care what youth think</td>
<td>N=99 5%</td>
<td>1%</td>
<td>3%</td>
<td>91%</td>
</tr>
<tr>
<td>Youth listen to and value adults' ideas</td>
<td>N=98 74%</td>
<td>24%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults believe youth can make positive contributions to their communities</td>
<td>N=99 88%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
11. To what extent would you say you have opportunities to learn about each of the following topics through your participation on the Youth Board? (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Topic</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning of service learning and examples of service learning activities</td>
<td>N=95</td>
<td>77%</td>
<td>22%</td>
<td>1%</td>
</tr>
<tr>
<td>Ways in which youth can work to improve their communities and their lives</td>
<td>N=98</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Ways that youth can engage in youth philanthropy and grant-making</td>
<td>N=97</td>
<td>74%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Ways that youth can be leaders in their communities</td>
<td>N=98</td>
<td>82%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>The process of identifying community needs (that is, Community Mapping)</td>
<td>N=98</td>
<td>68%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>The process of identifying key power players in the community (that is, Power Analysis)</td>
<td>N=97</td>
<td>45%</td>
<td>35%</td>
<td>16%</td>
</tr>
<tr>
<td>The process of addressing a community's problems by creating a plan and implementing it</td>
<td>N=98</td>
<td>59%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Ways to work together as a team</td>
<td>N=97</td>
<td>79%</td>
<td>20%</td>
<td>1%</td>
</tr>
<tr>
<td>Ways that youth can be involved in the media</td>
<td>N=97</td>
<td>42%</td>
<td>39%</td>
<td>18%</td>
</tr>
<tr>
<td>The process of raising funds to support youth-led activities</td>
<td>N=96</td>
<td>48%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>Ways to work together with other organizations and individuals in the community</td>
<td>N=97</td>
<td>62%</td>
<td>30%</td>
<td>8%</td>
</tr>
<tr>
<td>Ways that youth and adults can work together effectively</td>
<td>N=96</td>
<td>78%</td>
<td>19%</td>
<td>3%</td>
</tr>
<tr>
<td>Ways in which different people or groups perceive the same community problem</td>
<td>N=98</td>
<td>60%</td>
<td>33%</td>
<td>5%</td>
</tr>
<tr>
<td>Ways to work through differences in opinion</td>
<td>N=98</td>
<td>65%</td>
<td>26%</td>
<td>7%</td>
</tr>
<tr>
<td>Ways to work with youth with different backgrounds, experiences, and/or working styles</td>
<td>N=97</td>
<td>69%</td>
<td>27%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>N=2</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>
12. Now we would like to know the extent to which the following activities have helped increase your knowledge/understanding of those topics. (Circle ONE Response For Each Row)

<table>
<thead>
<tr>
<th>Activity</th>
<th>To A Great Extent</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions with other youth on the Board during Board meetings</td>
<td>N=97</td>
<td>62%</td>
<td>36%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Discussions with adults on the Board during Board meetings</td>
<td>N=97</td>
<td>58%</td>
<td>33%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Going out into the community and talking to people</td>
<td>N=96</td>
<td>32%</td>
<td>40%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>Conducting research (for example, reading newspapers, searching the net, watching the news)</td>
<td>N=98</td>
<td>42%</td>
<td>32%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Attending presentations, workshops, conferences held by your site coordinator</td>
<td>N=93</td>
<td>49%</td>
<td>19%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Attending cross-site meetings or trainings sponsored by the national Youth Innovation Fund</td>
<td>N=96</td>
<td>54%</td>
<td>18%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Attending presentations, workshops, conferences held by individuals or organizations in your community</td>
<td>N=94</td>
<td>35%</td>
<td>30%</td>
<td>17%</td>
<td>3%</td>
</tr>
</tbody>
</table>

13. Considering all of the ways you've been involved with your Youth Board, from which of the following activities have you learned the MOST? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Activity</th>
<th>N=87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Board community rally</td>
<td>11%</td>
</tr>
<tr>
<td>Teambuilding activities</td>
<td>31%</td>
</tr>
<tr>
<td>Community Mapping</td>
<td>43%</td>
</tr>
<tr>
<td>Power Analysis</td>
<td>14%</td>
</tr>
<tr>
<td>Youth media and collection of video footage</td>
<td>14%</td>
</tr>
<tr>
<td>Reflection activities (for example, journal writing)</td>
<td>9%</td>
</tr>
<tr>
<td>Cross-site learning opportunities (for example, meetings, telephone calls)</td>
<td>32%</td>
</tr>
<tr>
<td>Outreach to the media</td>
<td>7%</td>
</tr>
<tr>
<td>Outreach to other local youth</td>
<td>10%</td>
</tr>
<tr>
<td>Outreach to other community organizations</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions at Youth Board meetings</td>
<td>71%</td>
</tr>
<tr>
<td>Mini-grant application planning and review process</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>
15. In which of the following areas do you think your Youth Board has been most successful? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Area</th>
<th>N=87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting Youth Board members who are representative of the community</td>
<td>24%</td>
</tr>
<tr>
<td>Improving Youth Board members’ understanding of civic activism</td>
<td>26%</td>
</tr>
<tr>
<td>Highlighting the roles that youth can play in their community</td>
<td>24%</td>
</tr>
<tr>
<td>Fostering positive adult-youth interaction</td>
<td>25%</td>
</tr>
<tr>
<td>Giving Youth Board members input regarding Board activities</td>
<td>23%</td>
</tr>
<tr>
<td>Working with local consortium partners</td>
<td>9%</td>
</tr>
<tr>
<td>Assessing community needs</td>
<td>36%</td>
</tr>
<tr>
<td>Activities related to recruiting and/or selecting mini-grantees</td>
<td>14%</td>
</tr>
<tr>
<td>Providing guidance to mini-grantee applicants to increase the chances of high-quality proposals</td>
<td>11%</td>
</tr>
<tr>
<td>Making decisions based on consensus among Youth Board members</td>
<td>30%</td>
</tr>
<tr>
<td>Teambuilding</td>
<td>24%</td>
</tr>
<tr>
<td>Providing Youth Board members with leadership opportunities</td>
<td>37%</td>
</tr>
<tr>
<td>Providing opportunities for youth to reflect on what they’ve learned</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

17. In which, if any, of the following areas of your Youth Board would you like to see improvements? (Circle UP TO THREE)

<table>
<thead>
<tr>
<th>Area</th>
<th>N=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>No improvements needed.</td>
<td>41%</td>
</tr>
<tr>
<td>Recruiting Youth Board members who are representative of the community</td>
<td>32%</td>
</tr>
<tr>
<td>Improving Youth Board members’ understanding of civic activism</td>
<td>12%</td>
</tr>
<tr>
<td>Highlighting the roles that youth can play in their community</td>
<td>4%</td>
</tr>
<tr>
<td>Fostering positive adult-youth interaction</td>
<td>2%</td>
</tr>
<tr>
<td>Giving Youth Board members input regarding Board activities</td>
<td>1%</td>
</tr>
<tr>
<td>Working with local consortium partners</td>
<td>17%</td>
</tr>
<tr>
<td>Assessing community needs</td>
<td>4%</td>
</tr>
<tr>
<td>Activities related to recruiting and/or selecting mini-grantees</td>
<td>6%</td>
</tr>
<tr>
<td>Providing guidance to mini-grantee applicants to increase the chances of receiving high-quality proposals from them</td>
<td>4%</td>
</tr>
<tr>
<td>Making decisions based on consensus among Youth Board members</td>
<td>4%</td>
</tr>
<tr>
<td>Teambuilding</td>
<td>9%</td>
</tr>
<tr>
<td>Providing Youth Board members with leadership opportunities</td>
<td>6%</td>
</tr>
<tr>
<td>Providing opportunities for youth to reflect on what they’ve learned</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>
### Attitudes and Beliefs

#### 18. Please indicate how strongly you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a strong and personal attachment to a particular community</td>
<td>N=102 31%</td>
<td>50%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>I often discuss and think about how political, social, local or national issues affect the community I live in</td>
<td>N=102 51%</td>
<td>40%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>It is my responsibility to help improve the community</td>
<td>N=102 66%</td>
<td>30%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>I am aware of what can be done to meet the important needs in the community</td>
<td>N=101 46%</td>
<td>46%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>I feel I have the power to make a difference in the community</td>
<td>N=102 72%</td>
<td>20%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>I try to encourage others to take civic action</td>
<td>N=102 47%</td>
<td>48%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Becoming involved in political or social issues is a good way to improve the community</td>
<td>N=102 75%</td>
<td>22%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>I believe that I can personally make a difference in the community</td>
<td>N=102 63%</td>
<td>30%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>I believe that I can have enough influence to impact community decisions</td>
<td>N=102 42%</td>
<td>46%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>I understand how political and social issues affect members in the community</td>
<td>N=101 47%</td>
<td>40%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Youth can make an important difference in the community</td>
<td>N=101 82%</td>
<td>15%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Community problems can be solved when groups of people work together to solve them</td>
<td>N=101 82%</td>
<td>17%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Youth and adults can work effectively together to address community problems</td>
<td>N=101 85%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
19. Please indicate how comfortable you were BEFORE becoming a member of the Youth Board and NOW that you have had the experience of being on the Youth Board with each of the following activities.

<table>
<thead>
<tr>
<th>N</th>
<th>Not At All Comfortable</th>
<th>A Little Comfortable</th>
<th>Somewhat Comfortable</th>
<th>Very Comfortable</th>
<th>BEFORE</th>
<th>N</th>
<th>Not At All Comfortable</th>
<th>A Little Comfortable</th>
<th>Somewhat Comfortable</th>
<th>Very Comfortable</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>15%</td>
<td>35%</td>
<td>25%</td>
<td>25%</td>
<td>Setting an agenda for a meeting</td>
<td>95</td>
<td>25%</td>
<td>5%</td>
<td>34%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>22%</td>
<td>19%</td>
<td>22%</td>
<td>38%</td>
<td>Speaking or presenting in front of a group</td>
<td>95</td>
<td>38%</td>
<td>3%</td>
<td>32%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>2%</td>
<td>11%</td>
<td>34%</td>
<td>53%</td>
<td>Working effectively as part of a team</td>
<td>94</td>
<td>53%</td>
<td>1%</td>
<td>16%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>7%</td>
<td>21%</td>
<td>38%</td>
<td>34%</td>
<td>Working with people who have different working styles, attitudes, or ways of communicating</td>
<td>95</td>
<td>34%</td>
<td>4%</td>
<td>29%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>11%</td>
<td>39%</td>
<td>24%</td>
<td>26%</td>
<td>Raising money for a program or cause</td>
<td>95</td>
<td>25%</td>
<td>14%</td>
<td>41%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>8%</td>
<td>22%</td>
<td>43%</td>
<td>27%</td>
<td>Taking the initiative to identify tasks that need to be completed</td>
<td>102</td>
<td>27%</td>
<td>2%</td>
<td>35%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>11%</td>
<td>22%</td>
<td>33%</td>
<td>34%</td>
<td>Leading others to complete a task</td>
<td>95</td>
<td>34%</td>
<td>5%</td>
<td>33%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>11%</td>
<td>16%</td>
<td>20%</td>
<td>53%</td>
<td>Expressing your ideas in writing</td>
<td>95</td>
<td>53%</td>
<td>8%</td>
<td>22%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>7%</td>
<td>25%</td>
<td>32%</td>
<td>35%</td>
<td>Motivating others to participate in activities</td>
<td>95</td>
<td>35%</td>
<td>5%</td>
<td>37%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>8%</td>
<td>22%</td>
<td>21%</td>
<td>49%</td>
<td>Working with adults</td>
<td>94</td>
<td>49%</td>
<td>0%</td>
<td>21%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>14%</td>
<td>26%</td>
<td>36%</td>
<td>24%</td>
<td>Conducting research to collect data</td>
<td>96</td>
<td>24%</td>
<td>10%</td>
<td>31%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>13%</td>
<td>33%</td>
<td>32%</td>
<td>22%</td>
<td>Analyzing data</td>
<td>96</td>
<td>22%</td>
<td>11%</td>
<td>34%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>34%</td>
<td>36%</td>
<td>10%</td>
<td>19%</td>
<td>Contacting government officials about issues that concern you</td>
<td>95</td>
<td>19%</td>
<td>23%</td>
<td>29%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>8%</td>
<td>32%</td>
<td>36%</td>
<td>23%</td>
<td>Building consensus around decisions</td>
<td>95</td>
<td>23%</td>
<td>6%</td>
<td>43%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>6%</td>
<td>18%</td>
<td>41%</td>
<td>35%</td>
<td>Resolving conflicts to help people work together</td>
<td>95</td>
<td>35%</td>
<td>4%</td>
<td>34%</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>
20. Please indicate how knowledgeable you were BEFORE becoming a member of the Youth Board and NOW that you have had the experience of being on the Youth Board about the following topics.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Not At All Knowledgeable</td>
</tr>
<tr>
<td>97</td>
<td>8%</td>
</tr>
<tr>
<td>97</td>
<td>22%</td>
</tr>
<tr>
<td>97</td>
<td>37%</td>
</tr>
<tr>
<td>96</td>
<td>40%</td>
</tr>
<tr>
<td>97</td>
<td>19%</td>
</tr>
<tr>
<td>97</td>
<td>18%</td>
</tr>
<tr>
<td>96</td>
<td>11%</td>
</tr>
<tr>
<td>96</td>
<td>25%</td>
</tr>
</tbody>
</table>
**Prior Experience and Background Characteristics**

21. Please indicate in which of the following areas you had experience prior to becoming a member of your Youth Board. (Circle ALL That Apply)

<table>
<thead>
<tr>
<th>Activity</th>
<th>N=100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in community service or volunteering activities</td>
<td>87%</td>
</tr>
<tr>
<td>Engaging in philanthropic or grant-making activities</td>
<td>18%</td>
</tr>
<tr>
<td>Participating in service learning activities</td>
<td>50%</td>
</tr>
<tr>
<td>Participation in other youth-led organizations (for example,</td>
<td>64%</td>
</tr>
<tr>
<td>student government)</td>
<td></td>
</tr>
<tr>
<td>Participation in other youth service organizations for youth</td>
<td>51%</td>
</tr>
<tr>
<td>(for example, Boy/Girl Scouts)</td>
<td></td>
</tr>
<tr>
<td>Participation on a community youth council (for example,</td>
<td>24%</td>
</tr>
<tr>
<td>student council, student representative to the district)</td>
<td></td>
</tr>
<tr>
<td>Participation in leadership positions in school</td>
<td>54%</td>
</tr>
<tr>
<td>Participation in city, state, or national political activities</td>
<td>26%</td>
</tr>
<tr>
<td>(for example, electoral campaigns, protests, voting drives)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>I did not have prior experience in any of these areas prior to</td>
<td>4%</td>
</tr>
<tr>
<td>becoming a member of the Board</td>
<td></td>
</tr>
</tbody>
</table>

22. What grade are you in?

<table>
<thead>
<tr>
<th>Grade</th>
<th>N=102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh</td>
<td>1%</td>
</tr>
<tr>
<td>Eighth</td>
<td>1%</td>
</tr>
<tr>
<td>Ninth</td>
<td>7%</td>
</tr>
<tr>
<td>Tenth</td>
<td>19%</td>
</tr>
<tr>
<td>Eleventh</td>
<td>29%</td>
</tr>
<tr>
<td>Twelfth</td>
<td>29%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>
23. What race/ethnicity do you describe yourself as? (Circle ONE Response)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N=102</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Native American</td>
<td>1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>37%</td>
</tr>
<tr>
<td>Latino and/or Hispanic</td>
<td>2%</td>
</tr>
<tr>
<td>Asian American</td>
<td>11%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>42%</td>
</tr>
<tr>
<td>Other or mixed race</td>
<td>7%</td>
</tr>
</tbody>
</table>

24. Are you:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N=102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>61%</td>
</tr>
<tr>
<td>Male</td>
<td>39%</td>
</tr>
</tbody>
</table>

25. How old are you? (in years)

<table>
<thead>
<tr>
<th>Age</th>
<th>N=102</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>16</td>
<td>22%</td>
</tr>
<tr>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>18</td>
<td>13%</td>
</tr>
<tr>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>21</td>
<td>1%</td>
</tr>
</tbody>
</table>
Painting a Collective Future Grant Proposal
Mix It Up Initiatives

What do you plan to do?
We, members of the Cleveland Youth Council\(^1\), Lighthouse Arts and Heritage Program\(^2\) and Delta State University Alternative Spring Break\(^3\), will paint a house and watch the Martin Luther King, Jr. Day Parade in celebration of Martin Luther King, Jr. Day. This project will involve a diverse group of youth from Cleveland, Mississippi. The house that we will paint is in a low income neighborhood that is in need of improvement.

Why are we doing it?
Racial division is prominent in Cleveland and throughout the Mississippi Delta. In Cleveland, the community is divided along racial lines by the old railroad tracks. Although the tracks were removed a few years ago, there is still an invisible line that many people refuse to cross. Schools in Cleveland are also divided by race. Cleveland High School is integrated but has more Caucasian students than African American; East Side High School is 100% African American; Bayou Academy is 100% Caucasian. This Martin Luther King, Jr. Day, we will aid in bridging this divide by bringing groups of diverse youth from all three schools together to achieve this common goal.

How does this project address social boundaries?
This project addresses social boundaries because people are often stereotyped by race. Few white people in Cleveland recognize the Martin Luther King, Jr. Day parade and even fewer participate in it. For many young people, Martin Luther King, Jr. Day is just another day off school. This year, in an attempt to keep the flame of his dream lit, this diverse group of young people will watch the parade together. In remembrance of his dream, we will not treat this holiday as just another day off, but as a chance to reconcile our differences while doing something constructive. Through our project, youth in Cleveland will collaborate to paint a house and remember a leader who encouraged this type of collaboration.

Is the project youth-directed?
Young people are involved at every level of this project. They co-wrote this grant proposal, they will recruit other young people to volunteer for the project, and they will carry out the project. Adult allies from the Cleveland Youth Council and the Lighthouse Arts and Heritage Program will offer guidance and support.

How many young people are involved now?
\(^1\) The Cleveland Youth Council is a group of 16 high school students who come from all area high schools and home schools. The group is one of the few places in Cleveland where young people from all races come together on a regular basis and interact as friends and allies.
\(^2\) The Lighthouse Arts and Heritage Program, funded by Learn and Serve America, promotes the understanding of the history and culture of the Mississippi Delta to middle school students in an after-school setting. Students enjoy cultural field trips, artistic expression and academic enrichment.
\(^3\) This is the first year Delta State University has offered an Alternative Spring Break. The group is student led, student organized and is committed to serving others and improving communities.
There are 50 young people in the three participating groups. Members of each group will participate, and we will recruit additional volunteers from the larger community.
# Painting a Collective Future Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount Requested</th>
<th>In Kind/Donations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paint (10 gallons x $22)</td>
<td>$220.00</td>
<td></td>
</tr>
<tr>
<td>Paint brushes (10 x $4.95)</td>
<td>$49.00</td>
<td></td>
</tr>
<tr>
<td>Roller brushes (10 x $8)</td>
<td>$80.00</td>
<td></td>
</tr>
<tr>
<td>Paint pans (5 x $2.97)</td>
<td>$14.00</td>
<td></td>
</tr>
<tr>
<td>Ladders</td>
<td></td>
<td>Use of ladders donated by Delta State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Plant</td>
</tr>
<tr>
<td>Pizza (10 x $10.40)</td>
<td></td>
<td>$104.00 donated by Delta Volunteers and the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cleveland Youth Council</td>
</tr>
<tr>
<td>Soda ($1.99 x 5)</td>
<td></td>
<td>$10.00 donated by Delta Volunteers and the Cleveland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Council</td>
</tr>
<tr>
<td>Total</td>
<td>$363.00</td>
<td>$114.00</td>
</tr>
</tbody>
</table>

## Budget Narrative

All prices for painting supplies are courtesy of Lowe’s. Painting experts in Cleveland estimate that it will take ten gallons of paint for a small house. We are requesting ten paint brushes and ten rollers based on the number of volunteers we will have during each of three shifts throughout the day.
Youth Leaders for Literacy Application

PART 1
Please check one:

We are:

☐ individuals conducting a literacy service activity. Our names and ages are:

☐ members of a group conducting a literacy service activity. Our names and the names of the members of our group are:

The Cleveland Youth Council is applying for this grant as a group. Two members of the Cleveland Youth Council are writing the grant proposal (Trevell Smith and Jordan Soloai, both age 16). Trevell and Jordan are Cleveland Youth Council interns for the fall semester. There will be two spring interns (yet to be determined) who will be responsible for implementing this project. All other Cleveland Youth Council members are welcome to participate as well.

Cleveland Youth Council Members:
1. Jordan Soloai, 16
2. Trevell Smith, 16
3. Ellie Brown, 17
4. Whitney Hall, 17
5. Narissa White, 18
6. Jeremy Chatman, 17
7. Aiken Carol Wood, 17
8. Demaris Cassibry, 17
9. Joshua Trotter, 15
10. Devontavies Brown, 14
11. Shaikenya Alexander, 14
12. Kori Strickland, 14
13. Kate Kinnison, 17
14. D'Karris Hilley, 14
15. Edgar Meyer, 16
16. Jessica Robinson, 16
17. Matthew McCain, 15

The names and phone numbers of our group’s adult sponsors are:
Sarah Leonard 662.846.4495 (office)
John Martin 662.846.4328 (office)
Rose Hurder 662.846.4328 (office)
Persons Completing the Application

Name: Trevell Smith, Jordan Soloai

Role in this project: Proposal writers, group members
Address:
Trevell Smith
500 Mullins Rd.
Cleveland, MS 38732

Jordan Soloai
1505 Bellavista Rd.
Cleveland, MS 38732

Email: (Jordan Soloai) jordan_s56@hotmail.com

Number of students providing service involved in project: 2-17 (two spring interns will be required to provide service as part of their jobs; all other CYC members will be invited to participate as well)

Grades: 9-12

School names: Cleveland High School, East Side High School, The Bayou Academy, home school

School addresses:
Cleveland High School
300 W. Sunflower Rd.
Cleveland, MS 38732
662.843.2460

East Side High School
601 Wiggins Ave.
Cleveland, MS 38732
662.843.2338

The Bayou Academy
1291 Crosby Rd.
Cleveland, MS 38732
662.843.9728

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Group name: The Cleveland Youth Council and the Lighthouse Arts and Heritage Program
Part II

1. Please describe how and why you decided to do a literacy service project.

We are part of a youth organization called the Cleveland Youth Council, which seeks to establish youth voice in the community and solve problems affecting youth today. The Council was started in 2003 as part of the W.K. Kellogg Youth Innovation Fund.

Cleveland is one of eight sites across the country, and we work on issues such as youth philanthropy, structural and policy change and power analysis. We decided to do a literacy service project because of our desire to help others learn to use the English language to the best of their abilities and have fun at the same time.

We are partnering with the Lighthouse Arts and Heritage Program, which is an after school program. The program provides students that attend D.M. Smith Middle School (formerly Eastwood Junior High) an opportunity to attend activities and projects which include helping to stimulate literacy. These activities and projects promote pride in Delta heritage and culture. The students go on field trips to famous Delta sites, listen to and learn from guest speakers, create art projects and have tutoring sessions. They also keep journals to reflect on all of these activities.

a. What inspired you to tackle this issue?

The desire to help others learn to use the English language to the best of their abilities and to share their skills with others inspired us. Also, young people in Cleveland are in need of creative forms of extracurricular enrichment. Young people don’t have the reading, writing or speaking skills that they need to have to be successful in the future. Some young people think writing is boring, there are too many rules to follow and it takes too long compared to using spoken words. Young people don’t write very much outside of school, and in school they are required to write formal documents using
grammar and spelling rules which are needed but which limit their creativity. Because of these restrictions, youth don’t learn to love reading, writing and speaking as they might otherwise. Our plan to help them enjoy the benefits of literacy is to offer seven weekly literacy activities that are informal and fun, all focused on the Mississippi Delta’s heritage and culture.

b. What kind of research about literacy in general and in your community did you undertake?

We researched many different definitions of literacy, and chose the one we thought was most useful. It says that literacy is: “An individual’s ability to read, write, and speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”\textsuperscript{1} We also spoke with the director of the Depot Library as well as with a representative of Delta State University’s library about the programs each of them offers.

Audrey Pearson, director of the Depot Library, gave us statistics about literacy as well. We learned that\textsuperscript{2}:

- About 60\% of Cleveland’s population functions at or below the 7\textsuperscript{th} grade level
- 29\% of Cleveland’s population function at the elementary level
- 72\% of students qualify for the free and reduced lunch program, and poverty is one of the main factors for identifying at-risk youth
- 69\% of families in our county (Bolivar) are single parent families, and children from single parent homes are more likely to be at-risk for academic failure
- Almost 50\% of 8\textsuperscript{th} graders in the Cleveland School District perform below proficiency level in reading

\textsuperscript{1} America’s Literacy Directory, http://superpages.literacydirectory.org/?op=doc&doc=glossary.
\textsuperscript{2} All statistics come from the Bolivar County Literacy Council’s SOS Grant Application Statement of Work.
c. What kind of existing literacy services or resources are already available through local schools and local programs?

The services available through the Depot Library are the Adult Basic Literacy Program, after school tutoring, GED preparation classes, test preparation classes (ACT, SAT), Read to Succeed (volunteers reading to children), computer literacy program for seniors and an English as a second language program. The Depot Library is one of two public libraries in Cleveland.

Delta State University offers Born to Read, which is a program for children up to age three. This program uses music, finger plays and book sharing to help parents improve their children’s literacy. There is also a library on campus which is open to university students and community members.

Basic library services as well as library clubs are available at local schools.

**How will your project complement existing resources or fill a literacy need in your community?**

We will use literacy in our work with the Lighthouse Arts and Heritage program to complement their focus on Delta history and culture. Our project will provide literacy activities for junior high students in the area. The Depot Library and Delta State University Library currently offer programs for all age groups except for junior high school students, so our project will fill a void in the existing programs.

2. **Please describe your literacy service project.**

Each week we will have youth leading other youth in literacy activities about the heritage and culture of the Mississippi Delta. We will have a different project and focus area each week, but they will all be about things the Lighthouse Arts and Heritage
Program covers during the year. Also, the students do word jumbles\textsuperscript{3} twice a week and enjoy them, so we will begin each week by giving the students a word jumble that fits with the day’s focus.

1\textsuperscript{st} week-(The Mississippi River) Students will read short pieces about the Mississippi River, and then create a large “river” using pieces of poster board. Each student will have his/her own piece to express in writing how he/she feels about the Mississippi River and how it has affected history. They will use paint, glitter, markers and other art supplies to create their pieces of the river. Once we get all the pieces, we will stick them together and make a river out of them.

2\textsuperscript{nd} week-(Ethnic Delta) In groups, students will interview Delta residents of other ethnicities such as Asian, Hispanic and Jewish. Next they will write a brief biography of the person they interviewed and make a shadow box with photos and things from the person’s culture.

3\textsuperscript{rd} week-(Oral Traditions) Students will read short pieces on oral histories and oral traditions and then share oral traditions that have been passed down in their family. Once all the students have had a chance to share, we will talk about Delta oral traditions such as folklore, myths, songs and stories that have been passed down through the generations by the community. After that, students will write down some of the oral traditions so that they can be preserved.

\textsuperscript{3} Word jumbles appear in some newspapers and are words in which the letters are out of order. The Lighthouse Arts and Heritage Program uses word jumbles twice a week to enhance students’ literacy abilities. An example of a word jumble is: PERICH, which becomes CIPHER when un-jumbled. This is an actual word jumble that students in the program worked on successfully.
4th week*-(Civil Rights) Students will use writing and art to make posters about their favorite Delta Civil Rights leader and then make presentations about the people they chose.

5th week*-(Blues/Rap) Students will listen to/read Blues and rap songs/poems from Delta artists and talk about the history of the Blues and its influence on other types of music. Then they will all write Blues and rap songs and share them with each other (singing/rapping optional).

6th week*-(Delta Food) Each student will bring a favorite Delta dish that their family has passed down through the generations and share the history about how and why their family makes that particular dish. Students will write all the recipes down, along with stories about the history and importance of each one, and we will bind them in a book. Afterward we will enjoy good old Delta cooking.

7th week*-(Youth Presentation) We will end our literacy service project with an evening presentation for parents and community members to learn about what we have done. Students will read and perform their songs/raps/poems, present their posters and shadow boxes, tell about the oral traditions and read stories from their recipe book. We will also have Delta food (based on our week 6 activity) for people to sample.

*(Please note that our schedule will be slightly off, due to spring vacation. Our program will run during the following weeks: March 1, March 7, March 14, March 28, April 4, April 11 and April 18.)

3. Please explain how your literacy service project will benefit the community.

The literacy project will benefit Cleveland, Mississippi in more ways than one. First, it will raise the status of students in the Lighthouse Arts and Heritage Program. It will
also fight stereotypes. Some stereotypes are that people of the Delta have a low level of intelligence and aren't able to make a difference. This program will also enlighten youth in Cleveland about some of the many accomplishments Deltans have made, that have been overlooked because of stereotypes.

Most of all, our goal is to help the 7th and 8th graders at D.M. Smith Middle School by using youth-to-youth interaction. Youth today are more interested in things that other young people have going on than what adults are doing. Having youth-to-youth interaction will get the students interested and engaged in literacy activities.

a. Who will benefit from your activity?

Seventh and eighth graders at D.M. Smith Middle School who are in the Lighthouse Arts and Heritage Program will benefit from the project. Members of the Cleveland Youth Council will also benefit in the learning experience. Community members who participate in the Week 2 activities will also benefit from the project, and parents and other community members who join us for the Week 7 presentation will benefit.

b. How did you determine who to benefit?

The Cleveland Youth Council and the Lighthouse Arts and Heritage are both located in the Delta Center for Culture and Learning and have similar interests, which is why we decided to partner. Also, we wanted to work with seventh and eighth graders because they are at the point in their lives where things are becoming more in-depth and serious. They already possess the skills of reading, writing and speaking, and we, the Cleveland Youth Council, want to be the sharpener for their pencils of knowledge, understanding and success.
c. How will they benefit?

This project will enrich students’ reading and writing skills because we are going to offer opportunities that go beyond the regular school curriculum. In addition, we plan to give them a deeper appreciation for the place in which they live. The Cleveland Youth Council will benefit by having the opportunity to spearhead the project and will gain better leadership skills in the process. This project will help community members to learn more about young people first hand and it will give them an opportunity to share their culture with others. Projects that bring different groups together promote unity for the city.

4. Please tell us what book has had the greatest effect on your life and why?

Trevell Smith: *To Kill a Mockingbird* had the greatest effect on my life because it is set back in the old days and it talks about the way African American people were treated. If you look at where African American people are now, this book says a great deal about how far they have come. This is important to me as an African American.

Jordan Soloai: There are two books that mean a lot to me: The Holy Bible and The Book of Mormon. They both give me direction and comfort when I need it and give me the desire to help my fellow human beings.

5. Please tell us how your literacy service project will create greater awareness and understanding about the importance of literacy.

Our literacy service project will create greater awareness and understanding about the importance of literacy by helping young people enrich their skills in reading and writing. We will do this by showing them that there is more to literacy than reading and writing in school. In this project there will be presentations, oral traditions, Delta food and learning
about other Deltans. Activities will be carried out in such a manner where they will be
fun and informative at the same time.

a. What kind of outreach to the media, public officials and others have
you planned?

The Cleveland Youth Council and The Lighthouse Arts and Heritage program already
have a connection with The Bolivar Commercial which is a local newspaper. Our
connection is made through one of their award winning reporters, Aimee Robinette⁴. We
also have contacts at two local news stations, WABG and WXVT, on which we have
appeared twice. Also, state senator Willie Simmons is a supporter of The Lighthouse
Arts and Heritage Program and The Cleveland Youth Council. Cleveland Schools
Superintendent Dr. Montrell Greene and Chamber of Commerce executive Director Scott
Luth also support our programs and act as consortium partners for the Cleveland Youth
Council.

6. Please provide a detailed budget to show how the grant funds will be used to
implement your literacy service project. If your proposed budget exceeds
$500, please list your other funding sources.

Please see attached budget and budget narrative.

7. Please share your extended vision for your literacy service project.

a. Is your project sustainable?

Yes, the project is sustainable.

b. Will you keep your project or elements of your project going beyond
the seven week grant period? If so, how?

⁴ The Bolivar Commercial online archives
Our project will continue to offer after school literacy activities for students in the Lighthouse Arts and Heritage Program so they can continue to expand their understanding of the English language and have fun at the same time. This will be accomplished by having volunteers continue to run the project. We are also committed to finding financial support for our project when this grant ends.

8. **How did you find out about the Youth Leaders for Literacy program?**

Our site coordinator for the Cleveland Youth Council told us about an application we could fill out to receive money to do a literacy service project over the period of several weeks. She heard about the request for proposals through the grants and contracts office at Delta State University.
Supplies

Week 1
25 pieces of poster board
Glitter (3 jar containers)
Sharpies (5 packs)
Paint
Paintbrushes (5 packs)
Foam core
Foam shapes
Video tapes
Refreshments
Acid free adhesive
Hot glue gun and glue sticks
Laminating ($1/3 feet)

Week 2
25 shadow boxes
25 recipe cards/index cards
photo duplication costs
cassette tapes for recording
video tapes
refreshments
acid free adhesive

Week 3
Refreshments
Cassette tapes
Video tapes

Week 4
25 pieces of white poster board
Construction paper
Foam core
Foam shapes
video tapes
refreshments
$1/3 feet laminating
acid free adhesive

Week 5
25 recordable CDs to make Mississippi blues CDs for each student
video tapes
refreshments
Karaoke machine
Blank tapes
Week 6
Food costs
Video tapes
Recipe cards
Binding machine for book
Aprons
Hairnets
Latex gloves

Week 7
Video tapes
Food costs
Refreshments
Award certificates
Participation certificates

Disposable cameras
## Budget

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Black History Activity Book

Reinforcing lessons taught during BLACK HISTORY MONTH at CYPRESS PARK ELEMENTARY
In 1779, DuSable built a large house and a trading post on the north bank of the Chicago River. They were the first buildings to be built in Chicago. In 1968, the state of Illinois and the city of Chicago named DuSable the "Father of Chicago."
Word Find

B.B. KING, PEANUT, ROSA PARKS, LUCILLE, HALLE BERRY, TRAFFIC SIGNAL, CURLING IRON, OPRAH WINFREY, DAN BANKHEAD (first African-American pitcher in major league baseball), FRITZ POLLARD (first African-American football coach in the NFL)
In 1947, Jackie Robinson became the first African-American to play in a major league baseball game. He signed with the Brooklyn Dodgers.
Finish the drawing.

Madam C. J. Walker was born in Louisiana in 1867 and raised on farms in Mississippi. She became a successful business woman by inventing special hair products for black women. In the early 1900's, she was the richest self-made woman in America.
Directions: unscramble the words.

ULILELC
BB King's guitar

TFIFCAR NGISLA
Garrett Morgan invented it.

TUEANP
George Washington Carver made things with this.

DLNIBSINES
Ray Charles overcame this handicap.

LOGF
Tiger Woods plays this sport.
Sports Match

Draw a line to match.

Football Player: Michael Jordan
Basketball Player: Serena Williams
Tennis Player: Tiger Woods
Baseball Player: Walter Payton
Golf Player: Jackie Robinson
In 1955, Rosa Parks refused to give up her seat on the bus to a white man. She was tired—just like everyone else. This led to her being arrested and to the Bus Boycott. This helped to start the civil rights movement.
I am an actor and a comedian. I have been in movies and have had my own television shows. My shows always involve families. Who am I?

I was a slave. I escaped from slavery. I created the Underground Railroad. I helped slaves escape to freedom. Who am I?

I was a famous track star who won four gold medals at the 1936 Olympics. I was working my way through college at the time. Who am I?

I became a civil rights activist after I wasn't allowed to vote in 1962. I am buried in Ruleville. My tombstone says "Sick and tired of being sick and tired." Who am I?
Martin Luther King Jr. was assassinated in 1968 at the Lorraine Motel in Memphis. Four years before his death, King was awarded the Nobel Peace Prize, the youngest person to ever receive this honor.
3/31/05

Dear Ms. Donovan:

The Cleveland Youth Council is excited to apply for this youth-led research grant from CIRCLE. The mission of the Cleveland Youth Council is to establish a diverse representation of young people while creating a youth voice, and to encourage youth led civic action within the community. As one of eight W.K. Kellogg Foundation Youth Innovation Fund sites in the country, the Cleveland Youth Council is committed to creating opportunities for systemic youth engagement in local communities. We look forward to beginning our research project, which will help us further youth engagement in Cleveland, Mississippi.

Sincerely,

Sarah Leonard
Coordinator, Cleveland Youth Council
3/30/05

Dear Ms. Donovan,

As a result of the collaborative efforts of three members of the Cleveland Youth Council (CYC) and their adult mentors, we chose the topic youth perspectives on local history and culture. This topic immediately grasped our attention because the small town of Cleveland, MS and the Delta region in general, are enriched with fascinating history and immortalized by a meticulously blended culture. All the youth, including myself, bravely offered our opinions, and we agreed on the topic. We did receive some guidance from the adults, but we ultimately formulated our own topic.

Our selected topic is important to me because I love Cleveland and the Delta. Similarly, I treasure the historical backgrounds and the very heritage that are so strongly rooted in the foundation of my home and my life. Simultaneously, I am also concerned about my fellow Delta citizens’ knowledge of and interest in the history and culture of where they live, because every person—regardless of gender, race, religion or values—should have a sense of place instilled in them by their community. Also, it is important to get youth perspectives on issues because too often, things are done for youth rather than with youth. Currently, the CYC is the only organization in Cleveland that I am familiar with which is focused on youth organizing and youth leadership, and I would like to see the creation of more opportunities in which youth are not only seen as the leaders of tomorrow, but also the leaders of today.

In regards to past projects, members of the research team have worked together reviewing several mini-grant proposals from local youth as part of a youth philanthropy program within the CYC. Two members who have offered time in writing this proposal, Matthew McCain and D’Karris Hilley, are currently working as interns for the CYC. Personally, I believe that my fellow researchers and I work very well together, as do all the members of the CYC. We are all friendly towards one another, and I have never detected any hostility between any members. Everyone delivers his or her opinion without any problems and receives no destructive criticism from any other member.

I would definitely try to get my friends to participate in this project because the more people working on it, the better. I would explain the research project to my friends in a way that would make the thought of research more appealing to them, so they would know it’s not the tedious work required for a research paper or report. I would tell them that the CYC is talking to youth to discover what they think and feel about their history and culture. Then, the council plans to use that collected information to engage the youth in methods of social change that are relevant to what they think and feel about their local culture and history.

So far, I have only been involved in the project by working on the proposal for the grant, but I am excited to begin the research process.

Sincerely,

Edgar Meyer
1. What community issue does your team want to investigate?

Our team will investigate youth perspectives and awareness of local history in the Mississippi Delta and how they can be used to impact present day civic engagement.

2. When did you notice this issue and why is it important to you?

Young people on the research team discovered their lack of awareness of local history and culture when talking about their community with outsiders. They noted that outsiders knew more about the Delta than they, lifelong residents did. When most Delta youth are asked if they knew about Freedom Summer, Citizenship Schools and SNCC workers registering people to vote, they know few details. The Delta was once a hotbed for political activism and engagement, but today’s young people lack a contextual knowledge about their heritage. Understanding history in a local context will provide young people with viable strategies to engage civically and politically today.

In addition to a lack of awareness, many young people are not interested their history and culture because they do not see how it relates to their civic engagement. The research team believes that this stems from the way history has been presented to young people. History is often taught to be confined to the past, while it is actually a tool that can help shape the present and future. Through this research project, young people will learn how to use strategies and models in local history to create change in their communities today.

3. The research team includes five young people and five adults. They include:

Matthew McCain* – Matthew is a 15 year old home schooled student. He enjoys sports and music and plays several instruments, including the blues guitar.
D’Karris Hilley* – D’Karris is a 15 year old student at East Side High School. He has been a member of the student council, and enjoys sports such as football and basketball.

Jessica Robinson – Jessica is a 17 year old student at East Side High School. She is a member of the Environthon Team and National Honor Society, and enjoys cooking.

Edgar Meyer* – Edgar is a 17 year old student from Bayou Academy. He has attended the Hugh O’Brian Youth Leadership Seminar and is involved in the 4-H club.

Shaikenya Alexander – Shaikenya is a 15 year old student at Cleveland High School. She enjoys poetry and yoga and sings in her church choir.

Dr. Luther Brown* – Dr. Brown is the Director of the Delta Center for Culture and Learning at Delta State University. His background is in the biological sciences with an emphasis on experiential and service-learning.

Mrs. Ora Jackson – Mrs. Jackson is the Family Services Director for the Bolivar County Community Action Agency. Her background is in the social sciences, and she has a Master’s Degree in Social Work.

Ms. Sarah Leonard* – Ms. Leonard is the Coordinator of the Cleveland Youth Council. Her background is in Women’s Studies and English and she is currently pursuing a Master’s degree in Community Development.

Dr. John Green* – Dr. Green is an associate professor of sociology and community development at Delta State University. His background is in rural sociology and participatory change.

Mr. Tim Holbrook – Mr. Holbrook serves as principal of Cleveland High School. He taught in the Cleveland School District for several years before becoming a principal.

*Indicates those team members who have contributed to this proposal.
4. With which organization(s) is your team partnering on this project? Why did you choose to partner with this organization?

The research team has selected the Delta Center for Culture and Learning, an interdisciplinary center at Delta State University, as its partner for this project. The mission of the Center is to promote an understanding of the history and culture of the Mississippi Delta and its significance to the rest of the world. The team chose to partner with the Center because the Center is well-regarded in issues pertaining to local history. The Center is home to the Office of Student and Community Engagement at Delta State University and the Cleveland Youth Council, one of the W.K. Kellogg Youth Innovation Fund sites. The Council aims to provide meaningful, participatory opportunities for youth engagement in local communities.

5. How are you going to investigate your issue?

The research team will use focus groups and key informant interviews to investigate youth perspectives on local history and culture.

6. Give details about #5 including how many people to plan on talking to, surveying, etc., what you would like to ask, where you will distribute surveys or where you plan on talking to people.

Each focus group will be comprised of fifteen young people. Participants will be selected using a purposive sampling method. Sample topics for discussion include what young people think about their current knowledge and awareness, why it is important to learn about history and culture, how these issues could be presented in engaging ways and relevance of the topics to young people in Cleveland.
Key informant interviews will be conducted with 5-10 members of each of the following groups: young people, educators, history and culture experts and youth engagement workers. These interviews will help to frame the dissemination process. For young people, interviews will consist of a series of questions to gauge informants’ current knowledge and awareness of lessons from local history. The research team will highlight these lessons using current examples so that participants will recognize their relevancy. In doing so, the research team will be able to understand participant perceptions of historical relevance to youth engagement. Adult interviews will delve into issues and pedagogies of educating and engaging young people.

7. How long will your research project last and how often will the research team meet?

The project will begin in August 2005. At the onset of the project, researchers will be trained in participatory change and how to conduct focus groups and key informant interviews. Following their training, team members will meet once every two months as a whole group to discuss and plan research methods, data collection and dissemination processes. Between meetings, data collection will ensue. The research will conclude in June, 2006. Dissemination will begin in June, 2006.

8. What is your team’s plan for communicating your results? Who is your target audience, and why do you think it is important that they hear about your findings?

Once the research is completed, the team will share the data and analysis with local youth, as well as local organizations who have pledged support to young people.¹ Results will be compiled in a report written by the research team. This report will be

¹ Examples of such organizations include Delta State University, The Bolivar County Community Action Agency, the Cleveland-Bolivar County Chamber of Commerce and the Cleveland School District.
distributed throughout the community and will be published in the local newspapers. The
target audience is youth ages 12-19, a group that is often unheard in communities because
they don’t know that they can have a voice. Sharing the results of this research will show
them the community is serious about listening and working with them to create
opportunities for meaningful, local youth engagement.

Possibilities for dissemination include using Civil Rights grassroots organizing as
a framework to increase present day youth organizing and advocacy work in Cleveland.
Once home to renowned Civil Rights workers Amzie Moore and Sam Block, Cleveland’s
impressive culture of grassroots organizing has drastically decreased, especially among
young people. The target audience is all youth in Cleveland between the ages of 12-19.

Dissemination may also occur through the creation of a history course at Delta
State University. The course would employ young people as co-planners, using data the
team collects as a foundation for the curriculum. The Provost of Delta State University
has already pledged support for this course if the research should indicate moving
forward. The target audience for the class is high school seniors who qualify for dual
enrollment under state guidelines.

9. Include a project budget and explain how you will spend the money you are
requesting.

Youth researchers will each receive a stipend of $500. Adult mentors will each
receive a stipend of $750. Food for focus groups is calculated at $450, or $150 per group
of 15 people. This will cover the cost of a meal for participants. Materials and resources
will include photocopies, flip charts, markers and similar items for focus groups. A
budget table is attached.
## Budget Table

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<td>Materials, resources, photocopies</td>
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<td><strong>II. Salary</strong></td>
<td>Stipends for youth researchers</td>
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<td>Stipends for adult mentors</td>
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<td>$1,250</td>
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Total Requested: $5,625  
Total Grantee Contribution: $1,250  
Grand Total: $6,875
Impact Plan
The Cleveland Youth Council
Submitted to the Youth Innovation Fund
June 10, 2005
Introduction

From the beginning, the Cleveland Youth Council has been based on the premise of youth voice. It is embedded in the mission\(^1\), and stands on its own as the group’s original vision statement. As an abstract concept, however, it quickly became necessary to define the term for consortium partners, community members, families and peers. In conversations, meetings and reflections, the group discussed ideas of what youth voice meant. While there were overlapping themes, each young person had a slightly different take on the concept. This resulted in a rich depiction of what it meant to have a voice and how that voice could be used to achieve social change.

Youth board members Alicen Carol Wood, Matthew McCain, Shaikenya Alexander, Jordan Soloai and Jessica Robinson each characterized youth voice in different terms, but all stressed its importance. Alicen Carol defined youth voice as teenagers having some semblance of control in their communities. Matthew said it was about young people taking action and having a say in community affairs. It was, he added, an age diversity issue. Shaikenya mentioned youth/adult partnerships as a positive way for young people to express their voices. Jordan saw youth voice as a powerful tool for participatory change. Jessica looked at it in a very grassroots way, as a method for improving a small section of the community, such as a single neighborhood. The common thread in each of these ideas is that youth voice can be used to create change.

The CYC’s efforts in Phase 2 will center on using youth voice to create change in Cleveland.

\(^1\) The mission of the Cleveland Youth Council is to establish a diverse representation of our peers while creating a youth voice and to encourage student led civic action within our community.
Process of Selecting Campaigns

Each campaign was selected for three reasons: it addressed a “youth voice void” in the community; it was connected to the larger community; it stemmed from discussions, ideas and learnings in Phase 1. Young people have significantly contributed to the creation of the youth governance and youth philanthropy. Their work in Phase 1 has guided the youth media and youth organizing campaigns, and they will take an active role as partners in the further planning, implementation and evaluation stages.

Through meetings, discussions, reflections and travel opportunities, the youth board shaped their visions for the Impact Plan. Consortium partners and affiliates reflected on the work of their organizations in the context of the Youth Innovation Fund’s work and looked for probable links that would ally to create meaningful opportunities for youth engagement. The result is a collaboration of youth and adult voices and perspectives.

Youth Governance

The Cleveland Youth Council will work with the Cleveland School District, Cleveland-Bolivar County Chamber of Commerce and the Bolivar County Community Action Agency to establish youth governance capacities within each organization. Within the schools, we will pilot a superintendent’s youth advisory council and a principal’s youth advisory council at Cleveland High School. The Chamber of Commerce has agreed to include youth representatives on selected committees. Through the Community Action Agency, young people will serve as advisors to the Head Start Policy Council and the Agency’s Board of Directors.
During Phase I, the Cleveland Youth Council established youth/adult partnerships through grantee groups and adult allies, consortium partners and community members. The youth wanted a chance to become more involved, and the adults expressed an interest in working more closely with young people. The desire has been present, but rushing into something without planning could have been more harmful than helpful in effecting long term change. Instead, we spent our first two years learning about the community and testing the waters, building up our reputation as a solid group of young people and adult allies who were committed to creating change.

The changes we envision will require young people gaining power, and we see youth governance as a form of power. Power dynamics and leadership positions are an important and visible part of life in Cleveland. Historical tensions involving race relations have resulted in a concerted effort to have equal representation of blacks and whites (such as in elected positions and on boards/committees). This focus on ensuring racial equity, however, has contributed to the marginalization of other groups, particularly young people. Women and adults younger than 40 have also been marginalized in Cleveland’s power structure, but do have some voice and representation in the system.

CYC members are especially excited about the youth governance campaign, as they spend a large amount of time in the schools and have relatively little say over what goes on. They see youth advisory councils as a way to influence school policies and bring attention to issues that may go unnoticed by adults. CYC member Jessica Robinson pointed out that by having a superintendent’s and principal’s youth advisory council, “We’ll be representing ourselves. It’s more direct.” Some issues in which the
young people have expressed interest are policies surrounding cafeteria food and attendance, as well as increasing youth voice in general decision-making.

Dr. Greene, Superintendent of the Cleveland School District, and Mr. Holbrook, principal of Cleveland High School, have been avid supporters and cheerleaders for the CYC. Both are eager to implement youth governance structures. Dr. Greene understands the importance of creating opportunities for young people, as he is the youngest superintendent ever in the state of Mississippi. Mr. Holbrook has taken an interest in the idea of youth governance to increase awareness among youth and adults and to encourage young people to take action within their schools. “The school,” Holbrook says, citing instances of planning and policy-making, “should be driven by student ideas as well as ours because it affects them.”

Keys to successfully executing this campaign include:

- Developing meaningful youth/adult relationships that extend beyond the meeting room -- CYC members suggest taking an informal approach such as having a dinner holding a social event for youth and adults in the community.

- Offering youth/adult partnership trainings facilitated by the Youth Leadership Institute/Youth On Board – training will allow youth and adults to address issues and start a conversation about how the envision the work, roles and challenges.

- Holding a planning meeting (for youth advisory councils) or orientation (for existing committees) before beginning the work – this is important for youth advisory councils to establish their goals and objectives; for youth representatives on committees, and orientation will help them to understand their role and that of the group. Youth will be brought on board at the same time as
new adult members and all will receive an introduction and orientation prior to their first meeting.

- Work toward legitimate conversations among youth and adults – CYC member Kate Kinnison explained that youth voice only works when adults listen, and member Whitney Hall added that it should be a dialogue, youth talking with adults and not one group talking to the other in an imbalance of power.

**Youth Organizing**

The Delta Center for Culture and Learning at Delta State University aims through its programs and course offerings to promote an understanding of the history and culture of the Mississippi Delta and its significance to the rest of the world. The Center will work with young people to design and establish a course at Delta State University that will teach regional history and culture as a context for organizing practices. To continue the learning and social action outside of the classroom, the Bolivar County Community Action Agency will work with young people from the CYC, class and the community to create a group that organizes around present day youth issues.

Two grantee groups have explored aspects of Delta heritage and culture in Phase 1 through innovative teaching tools they developed. Lighthouse Arts and Heritage Program youth created a coloring book about Delta heroes, such as Fannie Lou Hamer and I.T. Montgomery.\(^2\) Students distributed the book to doctor’s offices and preschools where young children could learn about Delta history and culture. Similarly, students at Cypress Park elementary worked with their teachers to develop an activity book based on black history with an emphasis on the Delta. The book used art, language, history and

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\(^2\) I.T. Montgomery was co-founder of Mound Bayou, MS, a town founded by former slaves and established as an all African American utopian community.
logic to teach the community in an innovative way. We see this course and the complementing organizing group as an innovative way of educating young people and building off the success of these two creative approaches.

In the Mississippi Delta, there is a rich tradition of social organizing. Historically, the Delta is known for its emphasis in Civil Rights organizing strategies. Current local efforts include farmers’ markets and cooperatives as a way of organizing around economic development and food security. Many young people, however, have not had the opportunity to develop a critical consciousness about the Delta region and its history. Learning about the historical context will help young people understand their community from a constructionist perspective, and they will be able to connect their lived experience to history. This connection between history, theory and practice will also contribute to young people’s understanding of how to work within existing policies and systems to create change.

Dr. John Thornell, Provost and Vice President for Academic Affairs, has given his full support to establishing a history and culture class through the Delta Center for Culture and Learning. Dr. Luther Brown, Director of the Center, has a comprehensive knowledge and understanding of the region and its history. Dr. Brown also has strong ties to community members who have participated in organizing and social change efforts.

Keys to successfully executing this campaign include:

- Developing a meaningful collaboration between youth and adults to facilitate curriculum planning – involving young people in curriculum planning will give them more ownership and investment in their education.
• Recruiting students to take the class – organizing from a social action perspective values strength in numbers; the more young people who are educated about history, culture and organizing in context, the more likely they are to be actively involved in creating community change

• Recruiting young people from the class and the community to participate in the organizing group – this provides the praxis for creating social change through youth organizing

• Emphasizing the historical local context in organizing efforts – by focusing on contextual elements, the work will be unique to the Delta and will be a theoretical and practical model for other communities

• Young people developing a critical consciousness about the Delta and its connection to youth organizing today – connection through personal experience will increase investment in and understanding of the work

Youth Media

Local newspaper the Cleveland News Leader has expressed interest in working with young people to create a media based vehicle for social change. The News Leader has agreed to work with young people to create a consistent space for their voices in the paper. In September, the young people will meet with News Leader staff to designate their chosen format. Possible formats will include letters to the editor, columns, articles and graphic design.

News Leader staff are enthusiastic about this joint venture. Managing Editor Robert Smith understands the goals of the Youth Innovation Fund and is attuned to the role that young people can play in the community when given meaningful opportunities
to engage. Newspaper staff will act as mentors, trainers and guides for the young people, teaching them how to write using Associated Press style, what types of questions to ask in interviews, and the business aspect of journalism. Adults will provide consistent support as young people navigate this new avenue for voice. The Cleveland Youth Council will work to recruit interested young people from all sections of the community, including those youth who are traditionally differently engaged. The News Leader has proposed the idea of rotating youth writers (for example, each young person could write one piece per month, or bi-monthly) so that it is not a select group of young people, but rather a collective of voices that are expressed through this campaign.

Robert Smith, managing editor of the paper, suggested letters to the editor as a specific form of social change dialogue and discussion. He explained that there is often a negative perception associated with writing a letter to the editor as it is a public forum and may be seen as “acting out.” However, it could serve as an effective tool for expressing youth voice and eliciting a written dialogue among all community members.

Additionally, youth are a consumer group, which interests the media, yet many young people do not read local newspapers. Because they do not read newspapers, they are not aware of local issues, concerns and resources. If young people are involved in the creation of media, their peers will be more likely to show an interest in reading the paper, thus increasing awareness. Media outlets recognize this and see it as a form of leverage and legitimacy for their endeavors. It is also a way to expand learning opportunities for youth and adults. In addition, there is potential that other media outlets could develop an interest in youth voice partnerships as well. In this way, adding a news media campaign
in Phase 2 could serve as a catalyst for establishing and expanding a youth media movement in Cleveland.

The idea for a youth media strand of work resulted from a mini-grant funded project. In January 2005, the Dreyfus Health Foundation awarded Sarah Leonard\(^3\) a small grant to create and publish a youth-to-youth newsletter. As a pilot effort to increase youth awareness through media, the end results were uncertain. Three editions of the newsletter were published and distributed to all Cleveland junior high and high schools between February and May, 2005. Newsletter topics included the teen curfew law, interviews with mayoral candidates and information about grantee projects. One of the local newspapers in Cleveland wrote an article about the newsletter. That interaction with the newspaper served as a springboard for proposing youth media as a structural change in the near future. Newspaper staff members were receptive, and agreed to work with young people to develop a structure that serves the needs and interests of both parties. In addition to working with young people to create this forum for youth voice in print, the News Leader will provide training and mentoring to young writers as they learn the journalistic style and media norms.

Robert Smith took a copy of “What It Is?!?” to the police chief and showed him the article about the curfew law. He noted that the chief asked questions and took notes and seemed genuinely interested in the piece. A newsletter or other form of youth generated media piece will serve as an outlet for expressing youth voice to powerful

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\(^3\) The Dreyfus Health Foundation makes small grant awards to individuals, not organizations, to implement projects in their communities. The grant money Sarah received was deposited into the Delta Center for Culture and Learning account and the newsletter was considered an initiative of the Cleveland Youth Council.
adults, like the police chief. It employs a less confrontational strategy than a face to face meeting and has the potential to reach a wide audience.

Not only will young people be able to reach a wide audience through this endeavor, they will also be able to use writing to generate further civic action. Letters to the Editor and opinion pieces/columns can be used to encourage action toward policy and structural change within the community. While the September meeting with the young people and News Leader staff will determine the final format, the paper has already demonstrated commitment to making youth voice a permanent fixture in its operation.

Keys to successfully executing this campaign include:

- Creating a space where young people are considered contributors rather than advisors – other campaigns deal with decision making and influence;
  the youth media campaign involves young people in creating a product that is for sale through a business venture

- Orientation toward action – writing is a way to begin a dialogue, but without action to reinforce it, change will not occur

  Youth Philanthropy

Young people have derived power, influence and legitimacy through their youth philanthropy activities in Phase 1 and would like to continue in Phase 2, albeit in a slightly altered manner. In Phase 1, funds were allocated for projects that addressed issues or concerns in the community. Phase 2 will focus on creating a system for youth voice in the community, and funds will be available for efforts to expand this system.

The Cleveland Youth Council awarded over $9,700 in mini-grants to eight groups of young people in Phase 1. The idea that a group of young people would support
another group of young people to create their own concept of change was novel, and we saw a group of young girls advocate for and conduct research about building a skate park in the community. Adult allies were impressed with the work the young people in each group were doing. “The kids are so proud,” said one adult ally, and noted that young people changed during the course of their projects. “His personality just came out, I didn’t know he had it in him,” she said.

Youth philanthropy in Phase 1 increased empowerment among grant recipients, who otherwise would not have had such opportunities, or were not engaged in existing opportunities. Approaching philanthropy in Phase 2 through the campaign groups will allow more young people to benefit from the awards, as each campaign group will be engaged in furthering youth voice for all young people, not just individuals.

Keys to successfully executing this campaign include:

- Revising the existing RFP
- Providing ongoing technical assistance to current grantees (Skate Park, P.E.E.R.S., Teen Café)
- Providing technical assistance to grantees

A Nexus for Youth Voice and Community Change

These four campaigns are inextricably linked, and at the center, forming this nexus of meaningful youth engagement, is the Cleveland Youth Council. Youth governance groups can work with youth organizers to develop skills and tactics for addressing issues. The youth media group can cover these issues from young people’s perspectives, and the CYC can provide philanthropy dollars to carry out a “campaign

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4 See appendix A for visual representation of the network
within a campaign.” Rather than having isolated pockets of work as in Phase 1 with grantees, Phase 2 will consist of a network of youth social change efforts. Young people will have a voice in the schools through advisory councils; they will have input into community affairs through the Chamber of Commerce; media outlets will allow them to bring youth issues to the forefront of public attention; the Community Action Agency will allow them to organize and mobilize visibly in the community; through Delta State University and the Delta Center for Culture and Learning, young people will have a sense of legitimacy and authority based on historical practices. This network will strengthen each group as a viable component of the youth movement in Cleveland. At the center of this network, the nexus for youth voice in Cleveland is the Cleveland Youth Council.

**Organizational Capacity**

The Delta Center for Culture and Learning is a dynamic interdisciplinary center at Delta State University that provides access to all university resources. The CYC is supported by the director of the Delta Center, Dr. Luther Brown; the Delta Center’s full time administrative assistant Tonya Anderson provides administrative support to the CYC Coordinator as well.

Having the Delta Center for Culture and Learning as the lead consortium partner also allows the CYC access to myriad resources at Delta State University. The University provides office space and equipment; offers financial assistance for professional development conferences and workshops; gives access to campus resources such as library and media facilities; donates meeting space; provides credibility and leverage with community members. The Delta Center is also the hub of service-learning efforts on
campus, and will work with the CYC to engage college service-learning students as partners in collaborative social change.

The consortium will also assist the CYC with training and development. Senator Willie Simmons of the Bolivar County Community Action Agency works as a consultant, providing leadership training to groups around the county. He has enthusiastically agreed to work with the CYC to offer training and guidance in topics such as communication and civic responsibility.

CYC members are also committed to continuing the organization, and have actively pursued new recruits for Phase 2. Realizing that six current members would be graduating at the end of the year, D’Karris Hilley became a one-man recruiting machine, publicizing the CYC to underrepresented students at his school. Across town, Shaikenya Alexander rallied for a diverse mix of her peers to apply. The result was a list of over 70 young people who were possible candidates for the CYC. While only ten will be invited to join the CYC, other young people may discover that the youth governance, youth organizing and youth media campaigns are a better fit for their talents and interests. The response to our recruiting efforts has been overwhelming, which shows young people’s interest in working toward community change.

**Sustainability/Addressing Challenges**

While the CYC is confident about its work in Phase 1 and looks forward to Phase 2, we understand that it will not be without challenges. However, we have met the challenges of Phase 1 head on and anticipate many of the same challenges in Phase 2. Money is always a challenge, especially in a small rural community where every organization struggles financially. Mississippi is one of the poorest states in the nation,
yet Mississippi residents give charitably at a rate greater than any other state. With so many people already donating money to various causes, it makes it much more difficult to get a slice of the pie. Consequently, most organizations in the Delta are grant-funded, at least in part.

The CYC received two grant awards in Phase 1. One grant was from Learn and Serve America and the Mississippi Department of Education for $8,000. The other was from the Dreyfus Health Foundation for $1,500. This grant, to support publication of "What It Is?!?" youth-to-youth newsletter, parlayed itself into an opportunity with the Cleveland News Leader, a local newspaper.

Another example of leveraging local resources is the partnership between the CYC and the Chamber of Commerce, which has agreed to set aside a portion of their yearly scholarships for students who participate in the Chamber's committees. The Chamber also has money available within each committee, which may be used to further youth engagement through projects youth and adults develop within the committees.

Money is not the only challenge the CYC has faced in Phase 1 and will face in Phase 2. Time is a precious commodity, and young people are stretched in multiple directions. This makes it difficult for them to attend meetings and events. So in year 2, the youth executive board created an attendance policy mandating 80% meeting attendance to receive the $500 CYC scholarship. In the event of conflicts (work, school activities, sports, illness), CYC members were allowed to make up the missed meeting; there was no deadline for when meetings had to be made up. In year 1, only two students had at least 80% attendance; in year 2, this number rose to twelve. This new policy drastically
improved attendance and showed that the youth board is capable of creating innovative ideas to address challenges.

Another challenge that we faced in Phase 1 and will face again in Phase 2 is the transition from one site coordinator to another. In Phase 1, the transition was awkward as it came in the middle of the year. However, in Phase 2 it will come at a natural shifting point, as six members graduate and go off to college and new members join the CYC. For these ten new members, there will be no transition, as they will only know one coordinator. The remaining ten, however, will have to adjust to a variation of their previous CYC experiences. There will inevitably be differences between the two site coordinators, and it will take time to adjust. It took time for the youth to adjust to Sarah when she took the position, as she “talked funny,” and demanded a lot of brainstorming and reflecting, but eventually they warmed up. Developing relationships and trust takes time, and the youth, while apprehensive, are ready to try.

Race relations is an ever present issue and challenge in Cleveland. The community was literally divided by the railroad tracks for years, and now, while the tracks are no longer physically present, they are still symbolic. Consequently, most community members do not interact with people of other races in informal settings. The CYC is a unique model for bringing different races together for a common purpose. While it may not be socially acceptable for a black student and a white student to be seen in Wal-Mart together on Saturday night, the CYC is a safe space where young people can come together without judgment.

Currently the CYC is housed at Delta State University, located in West Cleveland (predominantly white). While the university is seen by many people as neutral ground, it
is a space that is "owned" by college faculty, staff and students. Young people in Cleveland do not have a space that they can all call their own. In Phase 2, we plan to begin discussions and determine the feasibility of finding a physical space for the CYC, where young people of all races can join together in common purposes and flourish. There are, of course, concerns about having a new space, such as liability and funding, but it is a way of possibly improving race relations that has not been examined before.

Finally, the CYC sees a new challenge for Phase 2, which is meshing youth and adult agendas about what meaningful youth engagement looks like. Many adults in the community may equate youth participation with tokenism or with youth being observers and not full-fledged participants. This operational shift may also prove challenging, as the young people work to engage in adult dominated arenas where youth values are not the norm. This challenge is unlike the others we have faced, and although there will be stumbling blocks along the way, the CYC is ready to move forward. Young people, consortium partners and community stakeholders are dedicated to making these initiatives work, and we are confident that we will be able to implement campaigns that benefit everyone and result in systemic youth engagement in Cleveland, MS.
## Phase 2, Year 1 Budget

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<th>Available Funds / Carryover</th>
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<td>Coordinator Fringes (calculated at 30%)</td>
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<td>DSU Professors (2)</td>
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<td>Scholarships for Chamber of Commerce youth members (200 x 15)</td>
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<td>$13,607</td>
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<td><strong>IV. Travel</strong></td>
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<td>Support from YIF</td>
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<td>Local travel</td>
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<td>Youth Board Retreat</td>
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<td>Support from DSU</td>
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<td>Professional</td>
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<td>V. Training</td>
<td>Youth/Adult partnership training with YLI or YOB</td>
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<td>VI. Campaigns</td>
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<td>History/Culture/Organizing class budget (speaker fees, travel)</td>
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<td>Chamber Committee projects</td>
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<td>Youth Media</td>
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<td>Youth Advisory Councils</td>
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<td>VII. Supplies, Equipment, Other</td>
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<td>Snacks and food for local meetings</td>
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<td>Phone line</td>
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<td>Postage ($10 x 12)</td>
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Support from YIF
Support from Chamber of Commerce
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<td>T-shirts for CYC members</td>
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$16,607 plus YIF, DSU and Chamber support
### Phase 2 Year 1 Timeline

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<th>Dates</th>
<th>Actions</th>
<th>Participants</th>
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<tbody>
<tr>
<td>July-August 2005</td>
<td>Planning time</td>
<td>Site Coordinator, Consortium Partners, Youth Board</td>
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<tr>
<td>June-August 2005</td>
<td>Recruit 10 new youth board members</td>
<td>Youth Board recruitment team, Site Coordinator</td>
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<tr>
<td>Early Fall 2005</td>
<td>Youth Board retreat</td>
<td>Site Coordinator, Youth Board, Adult Allies</td>
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<tr>
<td>August-September 2005</td>
<td>Recruit young people for Chamber of Commerce positions</td>
<td>Youth Board, Site Coordinator, Chamber representatives, local youth</td>
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<tr>
<td>August-December 2005</td>
<td>Training/Review of YIF goals and Phase 1 work</td>
<td>Youth Board (especially new members)</td>
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<td>September-December 2005</td>
<td>Discuss and revise RFP</td>
<td>Youth Board, Site Coordinator, Consortium Partners</td>
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<tr>
<td>September-December 2005</td>
<td>Plan curriculum for history/culture/organizing class</td>
<td>Delta Center staff, BCCAA staff, Youth Board, Site Coordinator</td>
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<tr>
<td>September-November 2005</td>
<td>Recruit young people for Youth Advisory Councils; hold discussions and planning meetings</td>
<td>Youth Board, Site Coordinator, School District partners, students</td>
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<td>Recruit young people for youth media campaign; hold discussions and planning meetings</td>
<td>Youth Board, Site Coordinator, Youth media partners, local youth</td>
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Cleveland School District
Montrell Greene, Ph.D.
Superintendent of Education

Phone: 662-843-3529
Fax: 662-843-9731

June 3, 2005

Kenny Holdsmann, Director
Jessica Bynoe, National Coordinator
Youth Innovation Fund
100 5th Avenue
New York, NY 10011

Dear Kenny, Jessica and Advisory Council Members:

The Cleveland School District is pleased to support the Cleveland Youth Council in its efforts to engage young people throughout the community. Young people are the core of our school system, and as such, we are committed to working not only for them but with them.

To this end, we will work with the Cleveland Youth Council to establish a superintendent’s youth advisory council for the entire district and a principal’s youth advisory council for Cleveland High School. Young people can make important contributions to our school improvement efforts and we look forward to developing this new forum for shared ideas and action.

Additionally, all youth and adults involved in the advisory councils will participate in trainings on youth/adult partnerships and work to further meaningful youth involvement in the Cleveland School District.

Sincerely,

Montrell Greene
Superintendent

305 Merritt Drive • Cleveland, Mississippi 38732
June 3, 2005

Kenny Holdsman, Director
Jessica Byrnes, National Coordinator
Youth Innovation Fund
100 5th Avenue
New York, NY 10011

Dear Kenny, Jessica and Advisory Council Members:

It is with great enthusiasm that the Cleveland Bolivar County Chamber of Commerce expresses our support and commitment for youth governance in Cleveland, MS. As one of the consortium partners for the Cleveland Youth Council, the Chamber has agreed to incorporate youth voice into our committees by adding 2-3 young people to each of five committees.

Young people are a valuable asset to our community, and we feel that it is important to involve them in the decision-making process. Being a participating member of a Chamber committee will also allow young people to contribute as active and engaged citizens not just of the future, but of today.

In addition, we commit our time and energy to participating in trainings for youth/adult partnerships, mentoring youth committee members and offering support and guidance for all young people. We also pledge our financial support to youth committee members by offering scholarships for successful participation.

Sincerely,

Dean Morganti
Economic Development Assistant
June 3, 2005

Kenny Holdsman, Director
Jessica Bynoe, National Coordinator
Youth Innovation Fund
100 5th Avenue
New York, NY 10011

Dear Kenny, Jessica and Advisory Council Members:

The Bolivar County Community Action Agency is invested in improving the community through civic action, and is excited about working more closely with young people to accomplish our goals. We are committed to increasing youth voice and participation by including young people on our Board of Directors and the Head Start Policy Council.

If the CYC is going to impact change in our community, they must be able to reach out and involve diverse groups of people in diverse ways. We see youth governance and youth organizing as steps in this process and are pleased to be a part of it. The Bolivar County Community Action Agency will work with the CYC and other young people to ensure a positive, safe and constructive experience for all youth and adults.

In addition, we commit our time and energy to participating in trainings for youth/adult partnerships; mentoring CYC members, youth committee members, youth organizers; and offering support and guidance for all young people.

Sincerely,

ORAL M. JACKSON
Family Services Director
June 3, 2005

Kenny Holdsum, Director
Jessica Bynoe, National Coordinator
Youth Innovation Fund
100 5th Avenue
New York, NY 10011

Dear Kenny, Jessica and Advisory Council Members:

Please accept this letter as official notice of commitment on my part and that of the Delta Center for Culture and Learning to continue our relationship as the lead consortium partner for the Cleveland Youth Council. We are committed to providing support and encouragement for the CYC with specific emphasis focused on the youth organizing campaign.

Our mission at the Delta Center is to promote the understanding of the history and culture of the Mississippi Delta and its significance to the rest of the world. In order to accomplish this mission, we must ensure that our young people understand the Delta in context and how it influences their lives today. This can be addressed by creating a praxis for youth organizing that is framed by historical and cultural context.

The CYC is at a critical juncture: youth and adults have worked to create a foundation for meaningful youth involvement, and now it is time to implement the systems and structures that will make this possible. The Delta Center for Culture and Learning stands behind the Cleveland Youth Council as they continue this important and innovative work.

Sincerely,

Dr. Luther P. Brown
Director, Delta Center for Culture and Learning
June 7, 2005

Kenny Holdsmann, Director  
Jessica Bynoe, National Coordinator  
Youth Innovation Fund  
100 5th Avenue  
New York, NY 10011

Dear Kenny, Jessica and Advisory Council Members:

The Cleveland News Leader staff are excited to partner with the Cleveland Youth Council in their youth media venture. The media is an important forum for public discourse and catalyst for civic action. It is crucial that young people have a voice and presence in the creation of media if they are to be informed, active participants in civic life.

Young people will add a new dimension to our paper, from the news stories we cover to the perspectives we offer in opinion pieces. They will provide valuable input and ideas as we work to create a product that is accessible and representative of the whole community.

At the Cleveland News Leader, we welcome and encourage the free exchange of ideas through print media. We are committed to ensuring that young people receive the training, support and guidance necessary to facilitate youth voice in our newspaper and in the community.

Sincerely,

Robert Smith  
Managing Editor
November 11, 2004

Elizabeth Smitherman
Gear Up Mississippi
3825 Ridgewood Road
Suite 334
Jackson, MS 39211

Dear Liz:

The Delta Center for Culture & Learning staff has put together the enclosed portfolio of the 2004 Mississippi Delta Arts & Heritage Summer Experience, a day camp funded by a Gear Up Mississippi grant and Delta State University. We hope that this document, which outlines all the activities, workshops, and fieldtrips conducted during the camp, will serve as a guide for future sessions of the camp, as well as curriculum for other programs the Delta Center organizes.

Please take a look at what we offered the kids last summer, and if you have any questions, don’t hesitate to call or email me. The Delta Center is grateful to Gear Up for helping to provide this wonderful experience for the schoolchildren of the Delta. Take good care.

Warmest regards,

John Martin
Coordinator for Community & Student Engagement
Delta State University
Mississippi Delta Arts & Heritage Summer Experience, 2004

PROGRAM PORTFOLIO

The Mississippi Delta Arts & Heritage Summer Experience was an initiative organized by the Delta Center for Culture & Learning of Delta State University to engage rising ninth-graders in the Delta with their own culture. This monthlong day camp, funded by a $25,000 grant from Gear Up Mississippi, was divided into two 10-day sessions and served 37 students from 10 different school districts. The campers participated in fieldtrips to cultural sites from Memphis to Belzoni; workshops that explored the musical, agricultural, culinary, immigrant, and civil rights heritage of the Delta; and arts instruction that was directly linked with what the students were learning.

Each day began with a group warm-up activity (listed in the appendix to this report) that was designed to get the participants focused and working as a team. From there, the time was evenly divided between heritage workshops, led by the Delta Center staff and geography professor Bruce Selverston, and arts instruction led by two public school art teachers, Sarah Miller and Lisa Alford. Twice a week—on Tuesdays and Thursdays—the students partook in cultural lunches that reflected the diversity of ethnicities that have settled in or passed through the Delta: Chinese, Lebanese, Italian, and Mexican. Various other elective activities were offered, including dance choreography provided by Darryl Willie, who worked for the Center as a graduate assistant. The campers finished each day with an hour of free time in DSU’s basketball gymnasium or swimming pool.

The Delta Center maintains the mission of promoting the culture and heritage of the Mississippi Delta and its significance to the rest of the world. This mission is accomplished through a multi-pronged agenda of cultural tours, college courses, historic preservation efforts, musical events, youth empowerment initiatives, and oral history programs. The Mississippi Delta Arts & Heritage Summer Experience allowed the Delta Center to continue its heritage education efforts during the summer months, which is when Delta schoolchildren most need something constructive and sustained to do in their free time. The primary focus of the camp was to show Delta children the very important impact the Delta has had on popular culture and human rights issues and the ways that their local culture has been perceived by outsiders, both historically and mythically. This was conveyed through film (O Brother Where Art Thou), museum visits, live music, and—luckily!—a run-in with some Swedish tourists during a visit to Dockery Farms.

While developing a greater awareness of their culture, the participants began to feel a sense of pride in the Delta, a sentiment reflected in evaluations conducted at the end of each session. One camper even commented that “I used to think the Delta was boring, but it’s actually a pretty cool place!” As the world continues to focus on the artistic and historical contributions of the Delta and more and more heritage tourists visit the region, the children who participate in programs such as the Mississippi Delta Arts & Heritage Summer Experience will be better informed and prepared to interact with outsiders.

This portfolio should serve as a guide for future sessions of the summer camp should funding be continued through Gear Up. It might also generate ideas for similar endeavors by the Delta Center.
Camp Overview Presentation

by Jasmine Elaine Cannon, participant in The Mississippi Delta Arts & Heritage Summer Experience: Session I

This summer 20 kids spent 2 weeks at Delta State University visiting a college campus and learning about Delta Arts & Heritage. The purpose of this camp was to expand our horizons as to what the Delta means and how to express ourselves through art.

We went on trips to numerous cultural places and museums such as the National Civil Rights Museum in Memphis where we were introduced to a piece of history that happened before our time. We learned things about Native American history and the Mississippi River.

This camp has taught us to never be afraid to learn more or to meet new people. We also learned to respect the Delta and its heritage.
Mississippi Delta Arts & Heritage Summer Experience 2004

STAFF

John Martin: Project Director
Dr. Bruce Seivertson: Camp Director
Lisa Alford: Art Instructor
Sarah Miller: Art Instructor
Tim Lee, Michelle Fisackerly: Graduate student employees
Victoria Daskalova: Robertson Scholar intern
George Scott: Graduate student intern
Darryl Willie: Graduate assistant / program coordinator
Quanetta Montgomery: Student employee / van driver
The Mississippi Delta Arts & Heritage Summer Experience

ARTS INSTRUCTION

Instructors: Lisa Alford, Sarah Miller

Suggestions/Comments: Advise students to wear clothes that they don’t care to get messy prior to activities that involve painting, working with clay, and ink. Choose art supplies that would keep the rooms as clean as possible.

1. Activity: Personal Map of the Delta

Instructors: Lisa Alford, Sarah Miller

Goals: To introduce students to art. To get students to introduce themselves to the group through art.

Description: Each student creates a piece of art – a drawing, a collage, a painting - that reflects their perception of the Delta, including what they enjoy doing.

2. Activity: Native American pottery; beads.

Instructors: Lisa Alford, Sarah Miller; staff

Goals: To teach students Native American techniques for making pottery. To discuss effigy and Native American patterns of decoration.

Description: Students practiced the “pinch” and the “coil” techniques, creating either pots or other objects from clay. After that students practiced making bracelets.

Problems/Suggestions: The clay was good - it didn’t make a mess Show more examples of what students could do to keep everybody interested.

3. Activity: Catfish Block Printing

Instructors: Lisa Alford, Sarah Miller

Goals: To teach students how to make block prints. To have students incorporate what they learned about catfish during their field trip to Belzoni in the morning.

Description: block print making
4. Activity: mural (Session II)

Instructors: Lisa Alford, Sarah Miller

Goals: To get students to express their feelings about the Mississippi River and the Delta through “free art.”

Description: Students would work on different parts of the mural, drawing anything they wanted to put on the mural.

5. Activity: color wheel, pottery painting

Instructors: Lisa Alford, Sarah Miller

Goals: To teach students how to make secondary colors by mixing the primary ones. 
create a finished piece of pottery.

Description: Students practiced making a color wheel (all basic colors in a standard palette) using the three primary colors – blue, yellow, and red. Then, they used the already mixed colors to paint their pottery.

6. Activity: Chinese Calligraphy

Instructors: Sarah Miller

Goals: To expose students to the very different Chinese culture. To encourage them to think symbolically about the Delta.

Description: Each student was given a Chinese calligraphy set – a brush, an ink stone, a porcelain brush-holder, and a stone palette. The instructor showed them how to get ink from the ink stone onto the stone palette the same way that Chinese did for centuries. After practicing a couple of simple symbols such as those for “man” and “woman”, the students were challenged with “drawing”/writing words and phrases such as “Gear-up”, “Summer 2004”, “My name is”, “cotton”, “music”, “blue skies”, and others.

Problems/Suggestions/Comments: Do the activity around Chinese lunch at KC’s.

7. Activity: “O brother where art thou” Art Project (Session II)

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage the students to reflect on what they saw in the film.

Description: Drawing. Painting
8. Activity: Make your own diddley bow!

Instructors: Lisa Alford, Sarah Miller

Goals: To convey not only the artistic creativity associated with blues musicians and their instruments but also the historical connections between the blues and sharecropping.

Description: Students paint planks of wood and decorate them to their taste. At completion, staff helps students put nails, and a string.

9. Activity: The After Civil Rights Museum Art Project

Instructors: Lisa Alford, Sarah Miller

Goals: To get students to remember a specific thing from the Civil Rights Museum. To encourage students to internalize the knowledge they acquired, and to react to it through art.

Description: Students were asked to focus on a specific thing they saw at Civil Rights Museum, preferably something they found especially interesting, or impressive, or shocking. Then they were asked to paint a picture (for Session II students – a block print image), communicating their feelings about it.

Problems/Suggestions/Comments: might be difficult for students to understand the concept of incorporating their feelings in a painting.

10. Activity: “Where I’m From” Art and Poetry (Session I)

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage students to think about what they have learned about the Delta. To help student understand the role the Delta plays in the shaping of their identity and in their life.

Description: Students were asked to create a text in poetic form, telling the reader about themselves, their lives, and “where they are from”. After that, the students were asked to make a painting to provide background for the poem/text. Students were encouraged to
use different means of artistic expression, including block printing, drawing, and painting.

Problems/Suggestions/Comments: For some students the process worked better the other way around – drawing first, creating the text second.

11. Activity: Camera Poster Art Project

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage students to pay close attention to what they see during field trips. To reminisce over what has happened over the past 2 weeks. To create something that would remind students of the camp and the things they learned.

Description: At the beginning of each session of the Mississippi Delta Arts & Heritage Program, each participant was given a disposable camera. The participants were encouraged to take pictures especially on field trips, and with guest speakers. At the end of the camp the pictures were developed and each student created a personal “picture poster/collage”.
Ethnic Meals during The Mississippi Delta Arts & Heritage Summer Experience

Food is a very effective way to get students interested in culture. One thing all of them love to do is eat, and while they’re eating, the flavors and textures of the food enhances a lesson on cultural connections to cuisine. Putting food in their mouths also prevents them from talking, creating a rare situation when a lecture actually grabs their attention. In the Delta, the culinary tastes represent many different ethnicities. From hot tamales and tabouli to catfish and spaghetti, traditional Delta fare reflects the various peoples who have migrated into and out of the area. So Delta food provides a way not only to discover the cultural underpinnings of this region but also to expand the students’ awareness of cultural relationships across the globe. Some of the food will turn out to be a challenge for the students’ palates—mainly every vegetable in the Chinese meal—but these meals give them an important opportunity to experiment, which many of them don’t get at home.

Suggestions/Comments: Give a brief history of the establishment and the food served there before visiting. That way, students can really “digest” what they’re eating and think about questions to ask. Having the owner introduce the meal and the restaurant is also a good way to spark the students’ interest.

1. Activity: Tabouli at Scott

Instructors: Dr. Seivertson; staff

Goals: To expose students to the culture of some of the immigrants who came to settle in the Delta.

Description: A brief talk by Dr. Seivertson about multiculturalism in the Delta, Lebanese culture, and what it brought to the Delta. Discussion about tabouli.

Problems/Suggestions: Talk more about the Lebanese and when and why they came to the Delta, how many of them live there, what defines their culture, and maybe religious issues pertaining to their life in the Delta (Muslim/Christian?).
2. **Activity: Country Platter lunch**

Instructors: staff

Goals: To taste and talk about “soul food.”

Description: Plate lunches at locally owned establishment. Campers are encouraged to try the catfish.

Problems/Suggestions: Since the restaurant played an important role in the local struggle during Freedom Summer, some information on the historic significance of the restaurant to the Delta community should be provided.

3. **Chinese food at KC’s with guest speaker Frieda Huang**

Instructors: Frieda Kwon; staff

Goals: To give campers the opportunity to taste a traditional Chinese meal and to learn more about what it meant to grow up Chinese in the “black-or-white” racial climate of the Delta. KC’s also exposes students to a world-class upscale restaurant—a good lesson in table manners!

Description: Beef/pork lo mein at KC’s followed by a brief talk about the history of the restaurant and about its owners by Dr. Seivertson or John Martin. Frieda Huang talked about her experience of growing Chinese in the Delta, after which students had the opportunity to ask her questions about Chinese culture and being Chinese, as well as about the meal.

Problems/Suggestions/Comments:

4. **Activity: Hot tamales at Hicks’ in Clarksdale (Session II)**

Instructors: Mr. and Mrs. Hicks; staff

Goals: To inform students about the origins of hot tamales. To teach the students how hot tamales are made

Description: Mrs. Hicks showed the group around the restaurant and talked about her family business— the famous world-known tamales. She also shared the recipe for making hot tamales and the different steps of the process and the tools used to prepare tamales. The visit to the restaurant ended with a taste of the famous hot tamales, served by Mr. Hicks and his son themselves. This restaurant should also be approached as a place that brings national attention to the Delta. Hanging on the wall are pictures of dignitaries who have visited Hicks’, including Bill Clinton, Jesse Jackson, George H.W. Bush, Dale Earnhardt, and JFK Jr.
Problems/Suggestions/Comments: The Hicks family isn’t knowledgeable about the murky origins of Delta tamales. Make sure to discuss where they might have come from, including a long history of Mexican migrant labor on Delta plantations and the resemblance tamales have to a traditional Choctaw dish.

5. Activity: Make your own pasta! (Session I)

Instructors: Lisa Alford; staff

Goals: A fun way for students to become more interested in the Italian culture

Description: Instructor Lisa Alford brought dough and with the help of a device for making spaghetti/macaroni/noodles, and the students help her to make pasta for cooking. Some recipes for making pasta were given during the activity, and Lisa shared the experiences the Italian side of her family had settling in the Delta. At the end of the activity, students have a homemade Italian lunch.

Problems/Suggestions/Comments: Very interesting to students.
Field trips/Museum Visits during The Mississippi Delta Arts & Heritage Summer Experience (Session I and II)

Problems/Suggestions/Comments: Pre-field trip discussions and handouts before (or on the day before) are highly recommended. It is a good idea for instructors to prepare games for the students or appropriate movies/documentaries to watch while on the bus. Even a CD player with music (blues, or music related to the site to be visited) makes a difference. It proves helpful and less confusing for both staff and students to separate students in groups prior to the trips and to assign an adult supervisor to each group to keep track of the students and to provide information at museums and other sites of interest.

Have one of the staff members do periodical checks to make sure that the group is whole, e.g. make a name check upon 1. leaving campus, 2. on site, 3. upon returning to campus. Remember to bring napkins if giving snacks; and cups when bringing drinks.

1. Activity: Field trip to Winterville Mounds

Instructors: Historians in Winterville Museum; camp staff

Goals: To educate students about the most ancient history of the MS/Delta. To educate students about the lives and beliefs of Native Americans who lived in the Delta. To expose students to Native American art and cultural heritage.

Description: Students initially spent some time exploring the museum and looking at the exhibits, then listened to a lecture given by historians at Winterville Mounds Museum. After the lecture they had the opportunity to ask the questions they had prepared the previous day during the Library Research on Native Americans session. The tour ended with a demonstration of some Native American artifacts, and a walk around the bigger mound.

Problems/Suggestions: The lecture at museum should be shorter.

2. Activity: Field trip to Levee break of 1927 point at Scott

Instructors: proprietor of the Levee land; staff

Goals: To educate about the MS river, the flood of 1927 and the newest plans for controlling the river.
Description: Students listened to a brief talk from the owner of the Levee land, and asked questions. Session I went down to the River, to the actual levee break point.

Problems/Suggestions:
Mosquitoes at the river. Instructors should talk more about race relations during flood and the importance of the disaster to the development of race relations in the Delta.

3. Activity: visit to Peter’s Pottery in Mound Bayou (Session I)

Instructors: staff

Goals: To encourage students to appreciate their own pottery more. To inspire students and give them ideas for their own pottery painting. To inform students about the importance of art to the local community.

Description: A brief history of the place by Lisa Alford and George Scott prior to the visit. Salesperson talked about the art pieces in the store and showed the students around.

Problems/Suggestions/Comments: Activity is recommended to take place prior to the session of painting the pottery.

4. Activity: field trip to Belzoni Catfish Museum; (bus) tour downtown Belzoni

Instructors: Dr. Seivertson; staff

Goals: To educate students about the labor put into catfish production and its significance to the economy of Humphreys County and the Delta.

Description: On the bus students were given a list of questions the answers of which were at the museum. Prior to entering the museum, Dr. Seivertson gave a brief talk about the museum and the importance of catfish. After that, students listened to the museum curator, and explored the interactive facilities on their own; they also tried to find the answers to the questions on their lists. Followed a bus tour around Belzoni (catfish statues).

Problems/Suggestions: Questionnaire kept students involved, but one of the questions encouraged students to walk “a couple of blocks” from the museum to find a catfish. If done in the future, students should be separated in groups and appointed an adult.

5. Activity: visit to catfish farm; lunch at Wister Gardens

Instructors: manager of catfish farm; curator of the Gardens

Goals: To hear about raising catfish and see live fingerling catfish.
Description: a brief talk by the manager of the farm. Lunch at the Gardens, followed by a brief talk (Session I only) about the history of the place by the keeper of the Gardens.

Problems/Suggestions: A talk about the history of the park, and its importance would be commendable.

6. Activity: Field trip to Chinese Baptist Church

Instructors: Dr. Luther Brown; staff

Goals: To learn about Chinese role in the development of the Delta and about the place of Chinese in the race system of the Delta.

Description: Students took pictures of the church, and listened to a talk by Dr. Brown.

Problems/Suggestions/Comments:

7. Activity: Visit to Dockery Farms: talk about the blues, sharecroppers, and crossroads

Instructors: Dr. Luther Brown; staff

Goals: To educate about the sharecropping system at the Delta and about the origins and development of the blues.

Description: Students took a short walk around the farms, and took pictures. After that, they had lunch, and listened to a lecture by Dr. Brown about sharecropping in the 1900s, especially the history of Dockery Farm, as an icon of the system, and about the history of blues, and the legend of the crossroads. Students listened to Charley Patton and Robert Johnson.

Problems/Suggestions/Comments: It’s a good idea to bring a CD player with Charley Patton and Robert Johnson.

8. Activity: Visit to the Cathead in Clarksdale; meeting Terry “Big T” Williams (Session II)

Instructors: staff

Goals: To expose students to Delta blues and folk art and generate ideas for their artwork.
Description: The students had the opportunity to look at the art at the Cathead gallery, and listen to bluesman Terry "Big T" Williams, who was playing acoustic guitar there.

Problems/Suggestions/Comments: Students do appreciate more their art after the visit (e.g. one didley bow at Cathead could be sold for up to $450).

9. Activity: Tunica Riverpark Museum Field trip

Instructors: staff

Goals: To educate students about the River and its geographical influences on the Delta.

Description: Students take a tour and use the interactive facilities at the museum.

Problems/Suggestions/Comments: Museum visit seems to be more beneficial when students are separated in groups of four led by an adult.

10. Activity: Visit to the Civil Rights Museum in Memphis, TN

Instructors: staff

Goals: To educate students about the Civil Rights Movement and Mississippi, specifically Delta people's contributions through leaders and actions to the movement.

Description: On the bus to Memphis, students saw the Emmett Till documentary. At the museum, students separated in groups of three or four, each small group having an adult, and took the audio tour of the museum (Session II). Session I – students toured the museum in groups of their own, most of them making a self-tour.

Problems/Suggestions/Comments: Separating in groups and audio tour seem to be more beneficial for students.

11. Activity: Bocce ball at Knights of Columbus

Instructors: staff

Goals: To expose students to an aspect of the Italian immigrant culture of the Delta.

Description: Bocce ball is played with two teams of players on special sand-covered lanes, a set of big balls (different colors for different teams), and a small ball. The small ball is tossed at the beginning of the game and the goal of each team is to get one or more
of their balls closest to the small ball. The game ends when the teams have tossed all their balls.

Problems/Suggestions/Comments: Bring mosquito spray/repellent to the court. Bring a lot of energy. The campers had an absolute "ball" playing bocce.
The Mississippi Delta Arts & Heritage Summer Experience

GUEST SPEAKERS

In trying to relate a cultural or historical topic to a group of students, it's so much more interesting for them to hear about experiences from someone who can demonstrate that knowledge firsthand. The campers get enough of the classroom during the school year, and they want something different during the summer. The best way to present academic-oriented information without turning the camp into school all over again is to bring in people to demonstrate the material. Musicians are the most popular presenters to students. Listening to the Delta blues on a CD just doesn't cut it for most Delta schoolchildren. It's old people's music, they say. But when a musician comes in, plugs in a guitar, and starts to play the blues live, the campers' ears perk up. Similarly, a unit on how World War II affected the Delta seems pretty dry. But when a pair of WWII veterans, one black and one white, come in and start debating race relations before and after the war, the students find the material more engaging.

General suggestions/comments: Make sure you notify the speaker well in advance before the date. Check in with him two or three days prior to date to make sure they can still come. Avoid calling the person right before the activity. Tell the speaker what the camp is about and what the students might be interested in hearing. Make sure guest speaker has transportation. Have another activity planned just in case speaker cannot make it or if the talk doesn't take up all the time allotted for it. Invite speakers for lunch with the group. Send a thank you note to speakers afterwards.

1. Activity: visit with Provost John Thornell

Instructors: staff

Goals: To learn more about the opportunities for higher education and the undergraduate program (as well as athletics and financial aid) offered at Delta State University. To learn more about Delta State University

Description: Talk by John Thornell; questions and answers by students.

Problems/Suggestions/Comments:
2. Activity: visit with DSU women basketball team coach (Session I)

Goals: To inform students about athletic opportunities at DSU

Description: Visit with the coach. Questions and answers

Problems/Suggestions/Comments: Teenagers love basketball. In fact, many of them dream of being professional basketball players. As fanciful as that goal might be, introducing them to a college basketball program is a good way to get them interested in college in general. Use this as a carrot, something for the students to look forward to in the second week, or as a hook during the first week to get them invested in the camp.

3. Activity: Delta Settlement and Ethnicity, feat. guest speaker Mr. Anguzzi

Instructors: Coach Scott; staff

Goals: To educate students about the multiculturalism of the Delta and the struggles of different ethnicities.

Description:
Coach Scott gave a lecture about the different ethnicities present in the Delta, where they came from and for what reasons. Mr. Anguzzi talked about his experience of growing up Italian in the Delta and about the difficulties he had to face as a person from different ethnic and cultural background. Students had the opportunity to ask questions.

4. Activity: visit with musician Jay Kirgis

Instructors: staff

Goals: To teach students more about the development of the Delta blues as told by a professional bluesman.

Description: An overview of blues history by Jay Kirgis, illustrated by music on harmonica, guitar, and diddley bow. Kirgis talks about major blues influences, including Charley Patton, Robert Johnson, Son House, and Muddy Waters. He also introduces them to more obscure musicians and legends.

Problems/Suggestions/Comments: Jay is not only an accomplished musician; he is a modern bluesman. The kids really take to his informal style, and he presents the music in a very interactive way, getting them to clap and sing along at certain parts.
5. Activity: War comes to the Delta: WW II vets Nevin Sledge and Preston Holmes

Instructors: staff

Goals: To educate students about WW II, and how it changed the Delta, especially in regards to race relations.

Description: Two World War II veterans (one of them White, the other African American, both natives of the Delta) talked one at a time about their experiences during World War II, and the way they were treated when they came back. Students get the opportunity to ask them questions.

Problems/Suggestions/Comments: The students enjoyed this, but next time have the speakers engage in more of a discussion with each other. Their stories are so different, especially as they unfold on different sides of a segregated divide. Maybe even let them get to know each other beforehand so that there is more dialogue about the different stories during the presentation.

6. Activity: African drums with Eagle Academy Director Joe Johnson

Instructors: Joe Johnson

Goals: To educate students about the importance of African heritage.

Description: Joe Johnson gave a lecture about the importance of African beats to modern music. He led a “rhythm game” with the students (three or four students are given different beats that they produce by clapping their hands or stomping their feet. They have to keep up with these beats while he is playing the drums without missing a beat). Then, he talked about African drums – how they are made, their importance to African, and global, culture. His visit ended with a drumming exercise for students and instructors! Each student had the opportunity to step up and play a drum, keeping up with the beat, given by Joe Johnson. Then, each student had the opportunity to make a “solo”.

Problems/Suggestions/Comments: This presentation is very interesting for the campers because Johnson traces the rhythms and beats played by many of the high school and college bands in the Delta back to African and Afro-Cuban influences. Even when staff members take part in the last game, it is still fun for the students to watch, giving them a sense that they are one community with their instructors.
The Mississippi Delta Arts & Heritage Summer Experience

DELTA HERITAGE WORKSHOPS

The first and most important thing for instructor to keep in mind about this component of the camp is to make it fun. Considering the academic nature of learning geography and history, instructors have to motivate the students. It is extremely important for the success of the camp, and for the particular lecture/exercise, to engage the students from the very beginning by answering the question: “Why do you need to know this information?” Pointing out practical ways in which the information could be useful to “you, your family and your community” gets students engaged and cooperative from the very beginning.

KEEP THE LECTURE AND EXERCISES AS INTERACTIVE AS POSSIBLE. Students tend to lose interest or not pay enough attention when they are being lectured. Separate students in groups and have them do teamwork, e.g. – find the answers to some questions; make a resume of what they had just heard/learned/seen might be a good idea.

Educational games such as the “Blues or Gospel” Activity described below, and educational trivia with prizes could engage students more easily and make important information easy for them to remember. Even without these activities, though, merely asking the students questions such as “Freedom Summer was a significant part of the Civil Rights Movement. Do you remember when the Civil Rights Movement was? When was it? What happened then?” would be a good way to keep their attention on the subject and make sure participants and teacher are on the same page.

Generally, with camps and after-school programs such as The Mississippi Delta Arts & Heritage Summer Experience, alternative methods of education are recommended. Movie screenings and discussions, engaging handouts, crossword puzzles, and funny facts to hook the attention of participants, are efficient educational tools that should not be neglected.

1. Activity: Folder Art Project

Instructors: Dr. Seivertson; staff

Goals: To introduce students to the group. To provide a smooth transition to discussing what the camp is about.
Description: Students were asked to think of the mental image they have of the state of Mississippi, and draw this image on a paper folder. Each student was asked to introduce himself to the group (name, age, hometown), and to explain what and why they had drawn. Staff members also presented their drawings and discussed them.

Problems/Suggestions/Comments: The term “mental image” might frustrate some students, therefore some further explanation of the exercise might be needed. Questions “What is the first thing you think of when somebody says Mississippi? Where in Mississippi do you live, and where do you like to go? What are the things you like to do in Mississippi?”

2. Activity: Research on Native Americans

Instructors: Coach Scott, Tim Lee

Goal: To give participants the opportunity to practice what they learned about library research during their tour of the library the same morning. To learn more about Native Americans in preparation for their field trip to Winterville Mounds next morning.

Description: Students were taken to the library where they used the online research tools available at DSU. Separated in groups of two and three, students were expected to prepare a set of questions about Native Americans to ask to historian/curator in the Winterville Mounds Museum.

Problems/Suggestions: Asking students to come up with questions, using the resources of the library might be somewhat confusing to 9th graders. Asking them to come up with 10 facts/stories/myths about Native Americans might be more suitable to their age and research experience.

3. Activity: What is the South? Where is it? (Session I)

Instructors: Dr. Seivertson

Goals: To give the students a deeper understanding of what makes the Southern States different from the other U.S. states. To review the geographical position of different US states.

Description: As an interactive exercise, Dr. Seivertson asked students about the demographics, the economy and culture of Mississippi and other Southern states, thus making a list of characteristics pertaining to the South.

Problems/Suggestions/Comments: Students might need further explanation to why this exercise is important and beneficial to them to make them think about the issues discussed.

4. Activity: Lecture about Chinese Rivers as they relate to the Mississippi

Instructors: Victoria Daskalova, Robertson Scholar intern
Goals: To introduce students to Chinese culture as they begin to study the Chinese influence on the Delta. To point the similarities in river cultures all over the world, and to stress their importance to the shaping of a certain lifestyle, culture or economy.

Description: The session began with brainstorming on the roles rivers play and continued with a talk about Chinese rivers and the cultures that developed on these rivers. Session finished with a self-quiz, which gave students the opportunity to learn some basic facts about China.

Problems/Suggestions/Comments: The activity should be on the same day as the Chinese calligraphy and Chinese lunch.

5. Activity: Delta Settlement and Ethnicity (Session II)

Instructors: Coach Scott, Lisa Alford

Goals: To teach about the life and struggles of immigrants coming to Mississippi.

Description: Coach Scott gave a lecture about the different ethnicities present in the Delta, where they came from and for what reasons. Arts instructor Lisa Alford shared the story of the Italian side of her family and their struggles settling down. She showed some family pictures and documents that told the classic "immigrant’s story" of being poor and different in a place like the Delta. She also shared her experience of growing up Catholic and half-Italian in the predominantly Protestant and Baptist Delta.

Problems/Suggestions: Drawing on experiences from their own childhood, the instructors shortened the distance between themselves and the students; students felt encouraged to ask more questions.

6. Activity: Screening of “O brother where art thou?” (Session II)

Instructors: staff

Goals: To encourage students to appreciate Delta history. To show students a representation of how the outside world views the Delta.

Description: Screening the movie.
Problems/Suggestions: Popcorn/snacks and drinks during movie make the movie into a group experience. This should lead into landscape painting that afternoon.

7. Activity: Blues or Gospel?

Instructors: John Martin; staff

Goals: To show the connection and the differences between blues and gospel music. To set the scene for discussing the origins of jazz.

Description: This is a competitive game and there are prizes! Students form teams of two, each student having a “jewel” and a game sheet. The game sheet has the number of the song played, the option “blues” or “gospel”, and the number of points to earn.

The instructor plays the first few seconds of a song that is either blues or gospel, then pauses the tape. The students who are ready to guess, put out their “jewel”, and circle their choice — “blues” or “gospel”. Next, instructor plays another snippet of the song for the students who could not guess from the first segment. The students ready with their answers put out their “jewel”. A third, longer segment is played for the rest of the students, and then the correct answer is given to the group. Students who guessed right during the first round get 3 points; students who guessed right from the second segment get 2 points; accordingly, students who guessed right from the third, longest segment get 1 point. Students who guessed wrong or didn’t put down an answer get 0 points.

At the end of the game, there is a “bonus” open-ended question, for which only one long segment is played. The song is essentially jazz, which provides the transition to the discussion of blues and jazz. The bonus question is worth 3 points.

DSU T-shirts for the winners were given to the winners.

Problems/Suggestions/Comments: Make a mix CD to use with this exercise.

8. Activity: screening of “Goin’ to Chicago”

Instructors: Dr. Seivertson; staff

Goals: To educate about the causes and outcomes of the Great Migration and the change in the demographics of the Mississippi Delta.

Description: Dr. Seivertson commented at important points in the documentary.

Problems/Suggestions/Comments: A short hand-out on the topics covered by the documentary before or after the screening could solidify the knowledge that students gained.
The Mississippi Delta Arts & Heritage Summer Experience
MISCELLANEOUS ACTIVITIES

1. Activity: Skit (Session II)

In order of appearance: Darryl Willie, Victoria Daskalova, Sarah Miller, Lisa Alford, John Martin, Dr. Seivertson

Goals: To make a fun start of the camp. To introduce the purpose and goals of the camp as well as staff members. To spark interest in Delta history and culture.

Description: Mr. Willie plays a bored teenager from the Delta who receives an unexpected visit by the diddley bow fairy (Victoria). She takes him on a tour to show him that the Delta is actually a very interesting place. First, they stop at Dockery Farms and listen to the blues; then, they visit a Chinese Baptist Church, then go to see the Winterville Mounds. At each of these locations, the teenager meets with people (staff members) who tell him interesting facts about the place and the Delta in general. Finally, the diddley bow fairy takes the teenager to Delta State University and sings him up for the Mississippi Delta Arts & Heritage Summer Experience.

Problems/Suggestions/Comments: It’s not essential to use this particular format, but definitely put on some kind of interesting presentation that gets the students excited about the camp and its staff.

2. Activity: Library Tour and Scavenger Hunt

Instructors: Ms. Lee at DSU main library; staff

Goals: To give students a “college experience.” To teach them about the opportunities for research and learning at an institution of higher education such as DSU.

Description: Students took a standard library tour and learned about the different library departments, different media for storing information – microfilm and microform, online articles; and the different research tools available. A special session to research was conducted with each student having a computer to practice the research strategies taught. The Library visit ended with a scavenger hunt with prizes for the winners.

Problems/Suggestions/Comments: an explanation of the importance of the visit to the afternoon activities – research on Native Americans – is important motivation for students to pay close attention. Discussion of the importance of research and library resources to education and scholarship is also commendable.
3. **Activity: Geo-cache activity**

Instructors: Joby Prince, Dr. Seivertson

Goals: To expose students to modern technologies used in contemporary farming. To get students to know Delta State University campus.

Description: Students were divided in groups of two, each group given a list of “objects” (buildings) to find. Using a device connected to a satellite, students would practice orientation with compass and coordinates. The end goal was to identify what each object was (e.g. – object A = Ewing Building) and to go inside. What made the game even more interesting and fun was the fact that in one of the buildings the students would find the camp’s “morning snack and drink” (a staff member would be in one of the buildings to give those to the first team to find him).

Problems/Suggestions: During the fieldtrip to Dockery Farms, Luther Brown spoke about GIS technology used in modern agriculture.

4. **Activity: Create your own Gear-Up Hip-Hop Jam! (Session I)**

Instructors: Darryl Willie

Goals: To review the things learned during camp. To encourage expression through music.

Description: Students were split into groups of four or five. Each group was given a list of words and phrases related to the Delta (Native Americans, blues, diddley bow) and a selection of popular hip-hop “singbacks” (no singing, music only). Students were asked to create their own lyrics to these songs, using the words on the list they were given. Students performed for their “classmates” and the staff members at the end of the day.

Problems/Suggestions/Comments: A good idea would be to have a cassette recorder/CD player with a tape for each group; and an instructor to help out each group. Some of the songs were performed again at the closing ceremony.

5. **Activity: Presentations Preparation**

Instructors: staff

Goals: To review things students have learned during camp. To practice public speaking.

Description: Students were divided in groups of two. Each group was responsible for preparing a short presentation, covering a certain aspect of the camp – field trips, blues, Native Americans, Mississippi River, art, and dance. Each group was assigned a staff member to mentor the preparation of their presentation.
6. Activity: Closing Ceremony

Instructors: staff

Goals: To thank all participants and acknowledge their accomplishments during the camp. To review the most important things they learned during camp.

Description: Each camp session had a pair of students do a “Camp Overview”; a group presenting the art projects accomplished throughout camp; and groups covering the field trips, the blues experiences, and the. Both student presentations ended with a dance show prepared by the students. The students were awarded their Certificates of Participation after lunch. Two Flat-Out Awards “For 100% flat-out commitment to learning, positive attitude, and active participation in all activities during Session I/II of the Mississippi Delta Arts & Heritage Summer Experience” were awarded each time to one boy and one girl who had shown enthusiastic involvement with all activities and exceptional commitment to the program.

Problems/Suggestions/Comments: Programs of the Closing Ceremonies are attached as appendices to this portfolio.
November 11, 2004

Elizabeth Smitherman
Gear Up Mississippi
3825 Ridgewood Road
Suite 334
Jackson, MS 39211

Dear Liz:

The Delta Center for Culture & Learning staff has put together the enclosed portfolio of the 2004 Mississippi Delta Arts & Heritage Summer Experience, a day camp funded by a Gear Up Mississippi grant and Delta State University. We hope that this document, which outlines all the activities, workshops, and fieldtrips conducted during the camp, will serve as a guide for future sessions of the camp, as well as curriculum for other programs the Delta Center organizes.

Please take a look at what we offered the kids last summer, and if you have any questions, don’t hesitate to call or email me. The Delta Center is grateful to Gear Up for helping to provide this wonderful experience for the schoolchildren of the Delta. Take good care.

Warmest regards,

John Martin
Coordinator for Community & Student Engagement
Delta State University
Mississippi Delta Arts & Heritage Summer Experience, 2004
PROGRAM PORTFOLIO

The Mississippi Delta Arts & Heritage Summer Experience was an initiative organized by the Delta Center for Culture & Learning of Delta State University to engage rising ninth-graders in the Delta with their own culture. This monthlong day camp, funded by a $25,000 grant from Gear Up Mississippi, was divided into two 10-day sessions and served 37 students from 10 different school districts. The campers participated in fieldtrips to cultural sites from Memphis to Belzoni; workshops that explored the musical, agricultural, culinary, immigrant, and civil rights heritage of the Delta; and arts instruction that was directly linked with what the students were learning.

Each day began with a group warm-up activity (listed in the appendix to this report) that was designed to get the participants focused and working as a team. From there, the time was evenly divided between heritage workshops, led by the Delta Center staff and geography professor Bruce Seivertson, and arts instruction led by two public school art teachers, Sarah Miller and Lisa Alford. Twice a week—on Tuesdays and Thursdays—the students partook in cultural lunches that reflected the diversity of ethnicities that have settled in or passed through the Delta: Chinese, Lebanese, Italian, and Mexican. Various other elective activities were offered, including dance choreography provided by Darryl Willie, who worked for the Center as a graduate assistant. The campers finished each day with an hour of free time in DSU’s basketball gymnasium or swimming pool.

The Delta Center maintains the mission of promoting the culture and heritage of the Mississippi Delta and its significance to the rest of the world. This mission is accomplished through a multi-pronged agenda of cultural tours, college courses, historic preservation efforts, musical events, youth empowerment initiatives, and oral history programs. The Mississippi Delta Arts & Heritage Summer Experience allowed the Delta Center to continue its heritage education efforts during the summer months, which is when Delta schoolchildren most need something constructive and sustained to do in their free time. The primary focus of the camp was to show Delta children the very important impact the Delta has had on popular culture and human rights issues and the ways that their local culture has been perceived by outsiders, both historically and mythically. This was conveyed through film (O Brother Where Art Thou), museum visits, live music, and—luckily!—a run-in with some Swedish tourists during a visit to Dockery Farms.

While developing a greater awareness of their culture, the participants began to feel a sense of pride in the Delta, a sentiment reflected in evaluations conducted at the end of each session. One camper even commented that “I used to think the Delta was boring, but it’s actually a pretty cool place!” As the world continues to focus on the artistic and historical contributions of the Delta and more and more heritage tourists visit the region, the children who participate in programs such as the Mississippi Delta Arts & Heritage Summer Experience will be better informed and prepared to interact with outsiders.

This portfolio should serve as a guide for future sessions of the summer camp should funding be continued through Gear Up. It might also generate ideas for similar endeavors by the Delta Center.
Camp Overview Presentation

by Jasmine Elaine Cannon, participant in The Mississippi Delta Arts & Heritage Summer Experience: Session I

This summer 20 kids spent 2 weeks at Delta State University visiting a college campus and learning about Delta Arts & Heritage. The purpose of this camp was to expand our horizons as to what the Delta means and how to express ourselves through art.

We went on trips to numerous cultural places and museums such as the National Civil Rights Museum in Memphis where we were introduced to a piece of history that happened before our time. We learned things about Native American history and the Mississippi River.

This camp has taught us to never be afraid to learn more or to meet new people. We also learned to respect the Delta and its heritage.
Mississippi Delta Arts & Heritage Summer Experience 2004

STAFF

John Martin: Project Director

Dr. Bruce Seivertson: Camp Director

Lisa Alford: Art Instructor

Sarah Miller: Art Instructor

Tim Lee, Michelle Fisackerly: Graduate student employees

Victoria Daskalova: Robertson Scholar intern

George Scott: Graduate student intern

Darryl Willie: Graduate assistant / program coordinator

Quanetta Montgomery: Student employee / van driver
The Mississippi Delta Arts & Heritage Summer Experience

ARTS INSTRUCTION

Instructors: Lisa Alford, Sarah Miller

Suggestions/Comments: Advise students to wear clothes that they don’t care to get messy prior to activities that involve painting, working with clay, and ink. Choose art supplies that would keep the rooms as clean as possible.

1. Activity: Personal Map of the Delta

Instructors: Lisa Alford, Sarah Miller

Goals: To introduce students to art. To get students to introduce themselves to the group through art.

Description: Each student creates a piece of art – a drawing, a collage, a painting - that reflects their perception of the Delta, including what they enjoy doing.

2. Activity: Native American pottery; beads.

Instructors: Lisa Alford, Sarah Miller; staff

Goals: To teach students Native American techniques for making pottery. To discuss effigy and Native American patterns of decoration.

Description: Students practiced the “pinch” and the “coil” techniques, creating either pots or other objects from clay. After that students practiced making bracelets.

Problems/Suggestions: The clay was good - it didn’t make a mess Show more examples of what students could do to keep everybody interested.

3. Activity: Catfish Block Printing

Instructors: Lisa Alford, Sarah Miller

Goals: To teach students how to make block prints. To have students incorporate what they learned about catfish during their field trip to Belzoni in the morning.

Description: block print making
4. Activity: mural (Session II)

Instructors: Lisa Alford, Sarah Miller

Goals: To get students to express their feelings about the Mississippi River and the Delta through “free art.”

Description: Students would work on different parts of the mural, drawing anything they wanted to put on the mural.

5. Activity: color wheel, pottery painting

Instructors: Lisa Alford, Sarah Miller

Goals: To teach students how to make secondary colors by mixing the primary ones. create a finished piece of pottery.

Description: Students practiced making a color wheel (all basic colors in a standard palette) using the three primary colors – blue, yellow, and red. Then, they used the already mixed colors to paint their pottery.

6. Activity: Chinese Calligraphy

Instructors: Sarah Miller

Goals: To expose students to the very different Chinese culture. To encourage them to think symbolically about the Delta.

Description: Each student was given a Chinese calligraphy set – a brush, an ink stone, a porcelain brush-holder, and a stone palette. The instructor showed them how to get ink from the ink stone onto the stone palette the same way that Chinese did for centuries. After practicing a couple of simple symbols such as those for “man” and “woman”, the students were challenged with “drawing”/writing words and phrases such as “Gear-up”, “Summer 2004”, “My name is”, “cotton”, “music”, “blue skies”, and others.

Problems/Suggestions/Comments: Do the activity around Chinese lunch at KC’s.

7. Activity: “O brother where art thou” Art Project (Session II)

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage the students to reflect on what they saw in the film.

Description: Drawing. Painting
8. Activity: Make your own diddley bow!

Instructors: Lisa Alford, Sarah Miller

Goals: To convey not only the artistic creativity associated with blues musicians and their instruments but also the historical connections between the blues and sharecropping.

Description: Students paint planks of wood and decorate them to their taste. At completion, staff helps students put nails, and a string.

9. Activity: The After Civil Rights Museum Art Project

Instructors: Lisa Alford, Sarah Miller

Goals: To get students to remember a specific thing from the Civil Rights Museum. To encourage students to internalize the knowledge they acquired, and to react to it through art.

Description: Students were asked to focus on a specific thing they saw at Civil Rights Museum, preferably something they found especially interesting, or impressive, or shocking. Then they were asked to paint a picture (for Session II students – a block print image), communicating their feelings about it.

Problems/Suggestions/Comments: might be difficult for students to understand the concept of incorporating their feelings in a painting.

10. Activity: “Where I’m From” Art and Poetry (Session I)

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage students to think about what they have learned about the Delta. To help student understand the role the Delta plays in the shaping of their identity and in their life.

Description: Students were asked to create a text in poetic form, telling the reader about themselves, their lives, and “where they are from”. After that, the students were asked to make a painting to provide background for the poem/text. Students were encouraged to
use different means of artistic expression, including block printing, drawing, and painting.

Problems/Suggestions/Comments: For some students the process worked better the other way around – drawing first, creating the text second.

11. Activity: Camera Poster Art Project

Instructors: Lisa Alford, Sarah Miller

Goals: To encourage students to pay close attention to what they see during field trips. To reminisce over what has happened over the past 2 weeks. To create something that would remind students of the camp and the things they learned.

Description: At the beginning of each session of the Mississippi Delta Arts & Heritage Program, each participant was given a disposable camera. The participants were encouraged to take pictures especially on field trips, and with guest speakers. At the end of the camp the pictures were developed and each student created a personal “picture poster/collage”.
Ethnic Meals during The Mississippi Delta Arts & Heritage Summer Experience

Food is a very effective way to get students interested in culture. One thing all of them love to do is eat, and while they’re eating, the flavors and textures of the food enhances a lesson on cultural connections to cuisine. Putting food in their mouths also prevents them from talking, creating a rare situation when a lecture actually grabs their attention. In the Delta, the culinary tastes represent many different ethnicities. From hot tamales and tabouli to catfish and spaghetti, traditional Delta fare reflects the various peoples who have migrated into and out of the area. So Delta food provides a way not only to discover the cultural underpinnings of this region but also to expand the students’ awareness of cultural relationships across the globe. Some of the food will turn out to be a challenge for the students’ palates—mainly every vegetable in the Chinese meal—but these meals give them an important opportunity to experiment, which many of them don’t get at home.

Suggestions/Comments: Give a brief history of the establishment and the food served there before visiting. That way, students can really “digest” what they’re eating and think about questions to ask. Having the owner introduce the meal and the restaurant is also a good way to spark the students’ interest.

1. Activity: Tabouli at Scott

Instructors: Dr. Seivertson; staff

Goals: To expose students to the culture of some of the immigrants who came to settle in the Delta.

Description: A brief talk by Dr. Seivertson about multiculturalism in the Delta, Lebanese culture, and what it brought to the Delta. Discussion about tabouli.

Problems/Suggestions: Talk more about the Lebanese and when and why they came to the Delta, how many of them live there, what defines their culture, and maybe religious issues pertaining to their life in the Delta (Muslim/Christian?).
2. Activity: Country Platter lunch

Instructors: staff

Goals: To taste and talk about “soul food.”

Description: Plate lunches at locally owned establishment. Campers are encouraged to try the catfish.

Problems/Suggestions: Since the restaurant played an important role in the local struggle during Freedom Summer, some information on the historic significance of the restaurant to the Delta community should be provided.

3. Chinese food at KC’s with guest speaker Frieda Huang

Instructors: Frieda Kwon; staff

Goals: To give campers the opportunity to taste a traditional Chinese meal and to learn more about what it meant to grow up Chinese in the “black-or-white” racial climate of the Delta. KC’s also exposes students to a world-class upscale restaurant—a good lesson in table manners!

Description: Beef/pork lo mein at KC’s followed by a brief talk about the history of the restaurant and about its owners by Dr. Seivertson or John Martin. Frieda Huang talked about her experience of growing Chinese in the Delta, after which students had the opportunity to ask her questions about Chinese culture and being Chinese, as well as about the meal.

Problems/Suggestions/Comments:

4. Activity: Hot tamales at Hicks’ in Clarksdale (Session II)

Instructors: Mr. and Mrs. Hicks; staff

Goals: To inform students about the origins of hot tamales. To teach the students how hot tamales are made

Description: Mrs. Hicks showed the group around the restaurant and talked about her family business – the famous world-known tamales. She also shared the recipe for making hot tamales and the different steps of the process and the tools used to prepare tamales. The visit to the restaurant ended with a taste of the famous hot tamales, served by Mr. Hicks and his son themselves. This restaurant should also be approached as a place that brings national attention to the Delta. Hanging on the wall are pictures of dignitaries who have visited Hicks’, including Bill Clinton, Jesse Jackson, George H.W. Bush, Dale Earnhardt, and JFK Jr.
Problems/Suggestions/Comments: The Hicks family isn’t knowledgeable about the murky origins of Delta tamales. Make sure to discuss where they might have come from, including a long history of Mexican migrant labor on Delta plantations and the resemblance tamales have to a traditional Choctaw dish.

5. Activity: Make your own pasta! (Session I)

Instructors: Lisa Alford; staff

Goals: A fun way for students to become more interested in the Italian culture

Description: Instructor Lisa Alford brought dough and with the help of a device for making spaghetti/macaroni/noodles, and the students help her to make pasta for cooking. Some recipes for making pasta were given during the activity, and Lisa shared the experiences the Italian side of her family had settling in the Delta. At the end of the activity, students have a homemade Italian lunch.

Problems/Suggestions/Comments: Very interesting to students.
Field trips/Museum Visits during The Mississippi Delta Arts & Heritage Summer Experience (Session I and II)

Problems/Suggestions/Comments: Pre-field trip discussions and handouts before (or on the day before) are highly recommended. It is a good idea for instructors to prepare games for the students or appropriate movies/documentaries to watch while on the bus. Even a CD player with music (blues, or music related to the site to be visited) makes a difference. It proves helpful and less confusing for both staff and students to separate students in groups prior to the trips and to assign an adult supervisor to each group to keep track of the students and to provide information at museums and other sites of interest.

Have one of the staff members do periodical checks to make sure that the group is whole, e.g. make a name check upon 1. leaving campus, 2. on site, 3. upon returning to campus. Remember to bring napkins if giving snacks; and cups when bringing drinks.

1. Activity: Field trip to Winterville Mounds

Instructors: Historians in Winterville Museum; camp staff

Goals: To educate students about the most ancient history of the MS/Delta. To educate students about the lives and beliefs of Native Americans who lived in the Delta. To expose students to Native American art and cultural heritage.

Description: Students initially spent some time exploring the museum and looking at the exhibits, then listened to a lecture given by historians at Winterville Mounds Museum. After the lecture they had the opportunity to ask the questions they had prepared the previous day during the Library Research on Native Americans session. The tour ended with a demonstration of some Native American artifacts, and a walk around the bigger mound.

Problems/Suggestions: The lecture at museum should be shorter.

2. Activity: Field trip to Levee break of 1927 point at Scott

Instructors: proprietor of the Levee land; staff

Goals: To educate about the MS river, the flood of 1927 and the newest plans for controlling the river.
Description: Students listened to a brief talk from the owner of the Levee land, and asked questions. Session I went down to the River, to the actual levee break point.

Problems/Suggestions:
Mosquitoes at the river. Instructors should talk more about race relations during flood and the importance of the disaster to the development of race relations in the Delta.

3. Activity: visit to Peter’s Pottery in Mound Bayou (Session I)

Instructors: staff

Goals: To encourage students to appreciate their own pottery more. To inspire students and give them ideas for their own pottery painting. To inform students about the importance of art to the local community.

Description: A brief history of the place by Lisa Alford and George Scott prior to the visit. Salesperson talked about the art pieces in the store and showed the students around.

Problems/Suggestions/Comments: Activity is recommended to take place prior to the session of painting the pottery.

4. Activity: field trip to Belzoni Catfish Museum; (bus) tour downtown Belzoni

Instructors: Dr. Seivertson; staff

Goals: To educate students about the labor put into catfish production and its significance to the economy of Humphreys County and the Delta.

Description: On the bus students were given a list of questions the answers of which were at the museum. Prior to entering the museum, Dr. Seivertson gave a brief talk about the museum and the importance of catfish. After that, students listened to the museum curator, and explored the interactive facilities on their own; they also tried to find the answers to the questions on their lists. Followed a bus tour around Belzoni (catfish statues).

Problems/Suggestions: Questionnaire kept students involved, but one of the questions encouraged students to walk “a couple of blocks” from the museum to find a catfish. If done in the future, students should be separated in groups and appointed an adult.

5. Activity: visit to catfish farm; lunch at Wister Gardens

Instructors: manager of catfish farm; curator of the Gardens

Goals: To hear about raising catfish and see live fingerling catfish.
Description: A brief talk by the manager of the farm. Lunch at the Gardens, followed by a brief talk (Session I only) about the history of the place by the keeper of the Gardens.

Problems/Suggestions: A talk about the history of the park, and its importance would be commendable.

6. Activity: Field trip to Chinese Baptist Church

Instructors: Dr. Luther Brown; staff

Goals: To learn about Chinese role in the development of the Delta and about the place of Chinese in the race system of the Delta.

Description: Students took pictures of the church, and listened to a talk by Dr. Brown.

Problems/Suggestions/Comments:

7. Activity: Visit to Dockery Farms; talk about the blues, sharecroppers, and crossroads

Instructors: Dr. Luther Brown; staff

Goals: To educate about the sharecropping system at the Delta and about the origins and development of the blues.

Description: Students took a short walk around the farms, and took pictures. After that, they had lunch, and listened to a lecture by Dr. Brown about sharecropping in the 1900s, especially the history of Dockery Farm, as an icon of the system; and about the history of blues, and the legend of the crossroads. Students listened to Charley Patton and Robert Johnson.

Problems/Suggestions/Comments: It’s a good idea to bring a CD player with Charley Patton and Robert Johnson.

8. Activity: Visit to the Cathead in Clarksdale; meeting Terry “Big T” Williams (Session II)

Instructors: staff

Goals: To expose students to Delta blues and folk art and generate ideas for their artwork.
Description: The students had the opportunity to look at the art at the Cathead gallery, and listen to bluesman Terry “Big T” Williams, who was playing acoustic guitar there.

Problems/Suggestions/Comments: Students do appreciate more their art after the visit (e.g., one didley bow at Cathead could be sold for up to $450).

9. Activity: Tunica Riverpark Museum Field trip

Instructors: staff

Goals: To educate students about the River and its geographical influences on the Delta.

Description: Students take a tour and use the interactive facilities at the museum.

Problems/Suggestions/Comments: Museum visit seems to be more beneficial when students are separated in groups of four led by an adult.

10. Activity: Visit to the Civil Rights Museum in Memphis, TN

Instructors: staff

Goals: To educate students about the Civil Rights Movement and Mississippi, specifically Delta people’s contributions through leaders and actions to the movement.

Description: On the bus to Memphis, students saw the Emmett Till documentary. At the museum, students separated in groups of three or four, each small group having an adult, and took the audio tour of the museum (Session I). Session I – students toured the museum in groups of their own, most of them making a self-tour.

Problems/Suggestions/Comments: Separating in groups and audio tour seem to be more beneficial for students.

11. Activity: Bocce ball at Knights of Columbus

Instructors: staff

Goals: To expose students to an aspect of the Italian immigrant culture of the Delta.

Description: Bocce ball is played with two teams of players on special sand-covered lanes, a set of big balls (different colors for different teams), and a small ball. The small ball is tossed at the beginning of the game and the goal of each team is to get one or more
of their balls closest to the small ball. The game ends when the teams have tossed all their balls.

Problems/Suggestions/Comments: Bring mosquito spray/repellent to the court. Bring a lot of energy. The campers had an absolute “ball” playing bocce.
The Mississippi Delta Arts & Heritage Summer Experience

GUEST SPEAKERS

In trying to relate a cultural or historical topic to a group of students, it's so much more interesting for them to hear about experiences from someone who can demonstrate that knowledge firsthand. The campers get enough of the classroom during the school year, and they want something different during the summer. The best way to present academic-oriented information without turning the camp into school all over again is to bring in people to demonstrate the material. Musicians are the most popular presenters to students. Listening to the Delta blues on a CD just doesn't cut it for most Delta schoolchildren. It's old people's music, they say. But when a musician comes in, plugs in a guitar, and starts to play the blues live, the campers' ears perk up. Similarly, a unit on how World War II affected the Delta seems pretty dry. But when a pair of WWII veterans, one black and one white, come in and start debating race relations before and after the war, the students find the material more engaging.

General suggestions/comments: Make sure you notify the speaker well in advance before the date. Check in with him two or three days prior to date to make sure they can still come. Avoid calling the person right before the activity. Tell the speaker what the camp is about and what the students might be interested in hearing. Make sure guest speaker has transportation. Have another activity planned just in case speaker cannot make it or if the talk doesn't take up all the time allotted for it. Invite speakers for lunch with the group. Send a thank you note to speakers afterwards.

1. Activity: visit with Provost John Thornell

Instructors: staff

Goals: To learn more about the opportunities for higher education and the undergraduate program (as well as athletics and financial aid) offered at Delta State University. To learn more about Delta State University

Description: Talk by John Thornell; questions and answers by students.

Problems/Suggestions/Comments:
2. Activity: visit with DSU women basketball team coach (Session I)

Goals: To inform students about athletic opportunities at DSU

Description: Visit with the coach. Questions and answers

Problems/Suggestions/Comments: Teenagers love basketball. In fact, many of them dream of being professional basketball players. As fanciful as that goal might be, introducing them to a college basketball program is a good way to get them interested in college in general. Use this as a carrot, something for the students to look forward to in the second week, or as a hook during the first week to get them invested in the camp.

3. Activity: Delta Settlement and Ethnicity, feat. guest speaker Mr. Anguzzi

Instructors: Coach Scott; staff

Goals: To educate students about the multiculturalism of the Delta and the struggles different ethnicities.

Description:
Coach Scott gave a lecture about the different ethnicities present in the Delta, where they came from and for what reasons. Mr. Anguzzi talked about his experience of growing up Italian in the Delta and about the difficulties he had to face as a person from different ethnical and cultural background. Students had the opportunity to ask questions.

4. Activity: visit with musician Jay Kirgis

Instructors: staff

Goals: To teach students more about the development of the Delta blues as told by a professional bluesman.

Description: An overview of blues history by Jay Kirgis, illustrated by music on harmonica, guitar, and diddley bow. Kirgis talks about major blues influences, including Charley Patton, Robert Johnson, Son House, and Muddy Waters. He also introduces them to more obscure musicians and legends.

Problems/Suggestions/Comments: Jay is not only an accomplished musician; he is a modern bluesman. The kids really take to his informal style, and he presents the music in a very interactive way, getting them to clap and sing along at certain parts.
5. **Activity: War comes to the Delta: WW II vets Nevin Sledge and Preston Holmes**

Instructors: staff

Goals: To educate students about WW II, and how it changed the Delta, especially in regards to race relations.

Description: Two World War II veterans (one of them White, the other African American, both natives of the Delta) talked one at a time about their experiences during World War II, and the way they were treated when they came back. Students get the opportunity to ask them questions.

Problems/Suggestions/Comments: The students enjoyed this, but next time have the speakers engage in more of a discussion with each other. Their stories are so different, especially as they unfold on different sides of a segregated divide. Maybe even let them get to know each other beforehand so that there is more dialogue about the different stories during the presentation.

6. **Activity: African drums with Eagle Academy Director Joe Johnson**

Instructors: Joe Johnson

Goals: To educate students about the importance of African heritage.

Description: Joe Johnson gave a lecture about the importance of African beats to modern music. He led a “rhythm game” with the students (three or four students are given different beats that they produce by clapping their hands or stomping their feet. They have to keep up with these beats while he is playing the drums without missing a beat). Then, he talked about African drums – how they are made, their importance to African, and global, culture. His visit ended with a drumming exercise for students and instructors! Each student had the opportunity to step up and play a drum, keeping up with the beat, given by Joe Johnson. Then, each student had the opportunity to make a “solo”.

Problems/Suggestions/Comments: This presentation is very interesting for the campers because Johnson traces the rhythms and beats played by many of the high school and college bands in the Delta back to African and Afro-Cuban influences. Even when staff members take part in the last game, it is still fun for the students to watch, giving them a sense that they are one community with their instructors.
The Mississippi Delta Arts & Heritage Summer Experience

DELTA HERITAGE WORKSHOPS

The first and most important thing for instructor to keep in mind about this component of the camp is to make it fun. Considering the academic nature of learning geography and history, instructors have to motivate the students. It is extremely important for the success of the camp, and for the particular lecture/exercise, to engage the students from the very beginning by answering the question: “Why do you need to know this information?” Pointing out practical ways in which the information could be useful to “you, your family and your community” gets students engaged and cooperative from the very beginning.

KEEP THE LECTURE AND EXERCISES AS INTERACTIVE AS POSSIBLE. Students tend to lose interest or not pay enough attention when they are being lectured. Separate students in groups and have them do teamwork, e.g. – find the answers to some questions; make a resume of what they had just heard/learned/seen might be a good idea.

Educational games such as the “Blues or Gospel” Activity described below, and educational trivia with prizes could engage students more easily and make important information easy for them to remember. Even without these activities, though, merely asking the students questions such as “Freedom Summer was a significant part of the Civil Rights Movement. Do you remember when the Civil Rights Movement was? When was it? What happened then?” would be a good way to keep their attention on the subject and make sure participants and teacher are on the same page.

Generally, with camps and after-school programs such as The Mississippi Delta Arts & Heritage Summer Experience, alternative methods of education are recommended. Movie screenings and discussions, engaging handouts, crossword puzzles, and funny facts to hook the attention of participants, are efficient educational tools that should not be neglected.

1. Activity: Folder Art Project

Instructors: Dr. Seivertson; staff

Goals: To introduce students to the group. To provide a smooth transition to discussing what the camp is about.
Description: Students were asked to think of the mental image they have of the state of Mississippi, and draw this image on a paper folder. Each student was asked to introduce himself to the group (name, age, hometown), and to explain what and why they had drawn. Staff members also presented their drawings and discussed them.

Problems/Suggestions/Comments: The term “mental image” might frustrate some students, therefore some further explanation of the exercise might be needed. Questions “What is the first thing you think of when somebody says Mississippi? Where in Mississippi do you live, and where do you like to go? What are the things you like to do in Mississippi?”

2. Activity: Research on Native Americans

Instructors: Coach Scott, Tim Lee

Goal: To give participants the opportunity to practice what they learned about library research during their tour of the library the same morning. To learn more about Native Americans in preparation for their field trip to Winterville Mounds next morning.

Description: Students were taken to the library where they used the online research tools available at DSU. Separated in groups of two and three, students were expected to prepare a set of questions about Native Americans to ask to historian/curator in the Winterville Mounds Museum.

Problems/Suggestions: Asking students to come up with questions, using the resources of the library might be somewhat confusing to 9th graders. Asking them to come up with 10 facts/stories/myths about Native Americans might be more suitable to their age and research experience.

3. Activity: What is the South? Where is it? (Session 1)

Instructors: Dr. Seivertson

Goals: To give the students a deeper understanding of what makes the Southern States different from the other U.S. states. To review the geographical position of different US states.

Description: As an interactive exercise, Dr. Seivertson asked students about the demographics, the economy and culture of Mississippi and other Southern states, thus making a list of characteristics pertaining to the South.

Problems/Suggestions/Comments: Students might need further explanation to why this exercise is important and beneficial to them to make them think about the issues discussed.

4. Activity: Lecture about Chinese Rivers as they relate to the Mississippi

Instructors: Victoria Daskalova, Robertson Scholar intern
Goals: To introduce students to Chinese culture as they begin to study the Chinese influence on the Delta. To point the similarities in river cultures all over the world, and to stress their importance to the shaping of a certain lifestyle, culture or economy.

Description: The session began with brainstorming on the roles rivers play and continued with a talk about Chinese rivers and the cultures that developed on these rivers. Session finished with a self-quiz, which gave students the opportunity to learn some basic facts about China.

Problems/Suggestions/Comments: The activity should be on the same day as the Chinese calligraphy and Chinese lunch.

5. Activity: Delta Settlement and Ethnicity (Session II)

Instructors: Coach Scott, Lisa Alford

Goals: To teach about the life and struggles of immigrants coming to Mississippi.

Description: Coach Scott gave a lecture about the different ethnicities present in the Delta, where they came from and for what reasons. Arts instructor Lisa Alford shared the story of the Italian side of her family and their struggles settling down. She showed some family pictures and documents that told the classic "immigrant's story" of being poor and different in a place like the Delta. She also shared her experience of growing up Catholic and half-Italian in the predominantly Protestant and Baptist Delta.

Problems/Suggestions: Drawing on experiences from their own childhood, the instructors shortened the distance between themselves and the students; students felt encouraged to ask more questions.

6. Activity: Screening of "O brother where art thou?" (Session II)

Instructors: staff

Goals: To encourage students to appreciate Delta history. To show students a representation of how the outside world views the Delta.

Description: Screening the movie.
Problems/Suggestions: Popcorn/snacks and drinks during movie make the movie into a group experience. This should lead into landscape painting that afternoon.

7. Activity: Blues or Gospel?

Instructors: John Martin; staff

Goals: To show the connection and the differences between blues and gospel music. To set the scene for discussing the origins of jazz.

Description: This is a competitive game and there are prizes! Students form teams of two, each student having a “jewel” and a game sheet. The game sheet has the number of the song played, the option “blues” or “gospel”, and the number of points to earn.

The instructor plays the first few seconds of a song that is either blues or gospel, then pauses the tape. The students who are ready to guess, put out their “jewel”, and circle their choice – “blues” or “gospel”. Next, instructor plays another snippet of the song for the students who could not guess from the first segment. The students ready with their answers put out their “jewel”. A third, longer segment is played for the rest of the students, and then the correct answer is given to the group. Students who guessed right during the first round get 3 points; students who guessed right from the second segment get 2 points; accordingly; students who guessed right from the third, longest segment get 1 point. Students who guessed wrong or didn’t put down an answer get 0 points.

At the end of the game, there is a “bonus” open-ended question, for which only one long segment is played. The song is essentially jazz, which provides the transition to the discussion of blues and jazz. The bonus question is worth 3 points.

DSU T-shirts for the winners were given to the winners.

Problems/Suggestions/Comments: Make a mix CD to use with this exercise.

8. Activity: screening of “Goin’ to Chicago”

Instructors: Dr. Seivertson; staff

Goals: To educate about the causes and outcomes of the Great Migration and the change in the demographics of the Mississippi Delta.

Description: Dr. Seivertson commented at important points in the documentary.

Problems/Suggestions/Comments: A short hand-out on the topics covered by the documentary before or after the screening could solidify the knowledge that students gained.
1. Activity: Skit (Session II)

In order of appearance: Darryl Willie, Victoria Daskalova, Sarah Miller, Lisa Alford, John Martin, Dr. Seivertson

Goals: To make a fun start of the camp. To introduce the purpose and goals of the camp as well as staff members. To spark interest in Delta history and culture.

Description: Mr. Willie plays a bored teenager from the Delta who receives an unexpected visit by the diddley bow fairy (Victoria). She takes him on a tour to show him that the Delta is actually a very interesting place. First, they stop at Dockery Farms and listen to the blues; then, they visit a Chinese Baptist Church, then go to see the Winterville Mounds. At each of these locations, the teenager meets with people (staff members) who tell him interesting facts about the place and the Delta in general. Finally, the diddley bow fairy takes the teenager to Delta State University and sings him up for the Mississippi Delta Arts & Heritage Summer Experience.

Problems/Suggestions/Comments: It’s not essential to use this particular format, but definitely put on some kind of interesting presentation that gets the students excited about the camp and its staff.

2. Activity: Library Tour and Scavenger Hunt

Instructors: Ms. Lee at DSU main library; staff

Goals: To give students a “college experience.” To teach them about the opportunities for research and learning at an institution of higher education such as DSU.

Description: Students took a standard library tour and learned about the different library departments, different media for storing information – microfilm and microform, online articles; and the different research tools available. A special session to research was conducted with each student having a computer to practice the research strategies taught. The Library visit ended with a scavenger hunt with prizes for the winners.

Problems/Suggestions/Comments: an explanation of the importance of the visit to the afternoon activities – research on Native Americans – is important motivation for students to pay close attention. Discussion of the importance of research and library resources to education and scholarship is also commendable.
3. Activity: Geo-cache activity

Instructors: Joby Prince, Dr. Seivertson

Goals: To expose students to modern technologies used in contemporary farming. To get students to know Delta State University campus

Description: Students were divided in groups of two, each group given a list of “objects” (buildings) to find. Using a device connected to a satellite, students would practice orientation with compass and coordinates. The end goal was to identify what each object was (e.g. - object A = Ewing Building) and to go inside. What made the game even more interesting and fun was the fact that in one of the buildings the students would find the camp’s “morning snack and drink” (a staff member would be in one of the buildings to give those to the first team to find him)

Problems/Suggestions: During the fieldtrip to Dockery Farms, Luther Brown spoke about GIS technology used in modern agriculture.

4. Activity: Create your own Gear-Up Hip-Hop Jam! (Session I)

Instructors: Darryl Willie

Goals: To review the things learned during camp. To encourage expression through music.

Description: Students were split into groups of four or five. Each group was given a list of words and phrases related to the Delta (Native Americans, blues, diddley bow) and a selection of popular hip-hop “singbacks” (no singing, music only). Students were asked to create their own lyrics to these songs, using the words on the list they were given. Students performed for their “classmates” and the staff members at the end of the day.

Problems/Suggestions/Comments: A good idea would be to have a cassette recorder/CD player with a tape for each group; and an instructor to help out each group. Some of the songs were performed again at the closing ceremony.

5. Activity: Presentations Preparation

Instructors: staff

Goals: To review things students have learned during camp. To practice public speaking.

Description: Students were divided in groups of two. Each group was responsible for preparing a short presentation, covering a certain aspect of the camp – field trips, blues, Native Americans, Mississippi River, art, and dance. Each group was assigned a staff member to mentor the preparation of their presentation.
6. Activity: Closing Ceremony

Instructors: staff

Goals: To thank all participants and acknowledge their accomplishments during the camp. To review the most important things they learned during camp.

Description: Each camp session had a pair of students do a “Camp Overview”; a group presenting the art projects accomplished throughout camp; and groups covering the field trips, the blues experiences, and the. Both student presentations ended with a dance show prepared by the students. The students were awarded their Certificates of Participation after lunch. Two Flat-Out Awards “For 100% flat-out commitment to learning, positive attitude, and active participation in all activities during Session I/II of the Mississippi Delta Arts & Heritage Summer Experience” were awarded each time to one boy and one girl who had shown enthusiastic involvement with all activities and exceptional commitment to the program.

Problems/Suggestions/Comments: Programs of the Closing Ceremonies are attached as appendices to this portfolio.