



Education and Housing Equity Project Records.

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SHILOH TEMPLE CHURCH

Attn: Richard D. Howell
1534 E. 24th Street
Minneapolis, Minnesota 55404
(612) 722-6390

WORK STUDY PURPOSAL Church and Community Revitalization Program *With a focus on the youth.* 250 hr/ 14 week Internship

- MISSION STATEMENT -

Our mission is to critically analysis, redefine and revive the relationship between the church and the community for the revitalization of the Phillips community. This commitment involves embodying excellence in the areas of academics, economics and spiritual awareness. To influence conservative theological perspectives beyond the borders of church facilities to establish and perfect an effective community.

- I. **TO EXAMINE INNER-CITY (URBAN) INEQUALITY.**
 - a. To analysis the root mechanisms of causes of inequality and its reproduction to make preparation for change.
 - b. To analysis existing organization (profit & non-profit) and the effectiveness of their strategies.
 - c. To create a general awareness of what keeps poor people poor, middle class people middle class and rich people rich.

- II. **REVIVE AND REDEFINE THE RELATIONSHIP BETWEEN CHURCH AND COMMUNITY.**
 - a. To strategically illuminate the church as an informational center serving the economic, emotional, academic and religious needs of the community.
 - b. To assist youth through the Phillips community in attempt to rehabilitate academic successfulness, prevent future drop-outs and failures and encourage G.E.D. and graduation completion.

- III. **ORGANIZATIONAL AWARENESS**
 - a. To determine the need of organization(s) i.e., NAACP, Urban League and M.E.R.C., etc...
 - b. To acknowledge the message of the people, and establish a "voice" of oneness.
 - c. To redirect college funds and scholarships toward Phillip community youth.
 - d. To prompt legislative awareness within the borders of the community and church.

- IV. **TECHNICAL & ADMINISTRATIVE ADVANCEMENTS**
 - a. To educate staff on new computer skills and technology, i.e., e-mail, copy services.
 - b. Update announcement programs, bulletins, flyers, tracks, boards, etc...
 - c. Transfer paper files -to- computer files. (Membership roster, Baptismal certificates, etc...

Dick - 9/15/97

Anthony stopped

by -

gave him copy of
Mission Statement + Activities
EHEP

② Work plan - EHEP Bd.

③ 1 page Summary of CCE

derived from notes on
your desk.

Attached his Shiloh -

Discussion Guide Proposal

9/15/97

Anthony will

be at

#722-6390-

or
voice mail

#381-1027

Jim



Phone: 871-8980, Fax#: 871-8984

Fax Cover Sheet

To: JOYCE LEVINE
Company: UNO, NOLA
Fax Number: 504 - 288 - 6320

From: DICK LITTLE

Message:

Thought I would share with you a sampling of today's undergraduate student writing... "Explicate a critical analysis of..." I'll call you about this. Please "enjoy" reading it, but I'm not ~~asking~~ asking you if you would edit it. The instructor and I are suggesting that he (the student) re-write it. But I would like to talk to you about it.

COLLABORATIVE-INTERNSHIP AGREEMENT

SHILOH TEMPLE CHURCH

Attn: Richard D. Howell
1534 E. 24th Street 122
Minneapolis, Minnesota
(612) 722-6390

EDUCATION & HOUSING EQUITY PROJECT

Attn: Dick Little
West Franklin Ave. #320
55404 Minneapolis, MN 55404
(612) 871-8980

\$290 Grant Contribution
Pay to the order of:
Education & Housing Equity Project

5013C Non-profit Designator
Forward to (see work study contract):
University of St. Thomas

WORK STUDY PURPOSAL

Church and Community Revitalization Program
With a focus on the education
250 hr/ 14 week Internship

- COMBINED MISSION STATEMENT -

My primary goal is to work on barriers that prevent academic success for African American youth.

Together, the joint mission of these two establishments is to provide a collaborative internship which will:

SEE
NOTES
2

- 1. *Carry out an* Explicate a critical analysis on educational and housing issues for the development of the twin cities area, to be used during public discussions and advocacy. *and segregation*
- 2. These gathered statistics will also contribute to redefining and reviving the relationship between inner-city churches and communities for revitalization of the youth.

This commitment anticipates embodying excellence in the areas of academics, economics and spiritual awareness. The combined effort expects to influence a conservative theological perspective beyond the restraints of church facilities and legislative bureaucracy to unite a moral and structured-diversified community.

I. TO EXAMINE INNER-CITY (URBAN) INEQUALITY. (Sept 15 - Dec 15, 1997)

- a. To analysis the root mechanisms of causes of inequality and its reproduction to make preparation for change. *also prereq.*
- b. To analysis the strategies of existing organization (profit & non-profit) used to address issues of inequality
- c. To create a general awareness of what keeps poor people poor, middle class people middle class and rich people rich.

II. REVIVE AND REDEFINE THE RELATIONSHIP BETWEEN CHURCH AND COMMUNITY. (Oct 1 - Oct 31, 1997)

- a. To strategically illuminate the church as an informational center serving the economic, emotional, academic and religious needs of the community.
- b. To assist inner-city youth: rehabilitate academic successfulness, prevent future drop outs and failures and encourage G.E.D. and graduation completion.
- c. To generate parental involvement and provide academic-family counseling.

Alternative schools

ANTHONY'S INTERNSHIP AGMT P. 2

Continued/page 2

III. ORGANIZATIONAL AWARENESS (Nov 1 - Nov 30, 1997)

- a. To determine the need of organization(s) i.e., NAACP, Urban League and (M.E.R.C.) EHEP, etc...
- b. To acknowledge the message of the people, and establish a "voice" of oneness. *public*
- c. To redirect college funds and scholarships toward Phillips community youth. *COMMON GROUND SAT-EVENT*
- d. and seek grant fundings to continue this collaborative internship in the future. *CONTINUE Anthony's Internship*
- e. d. To prompt legislative awareness within the borders of the community and church through information gathered from *The Community Circle Collaborative*. *political* *of the issues of segregation and urban inequalities by Phillips residents and parishioners thru active participation in Community Circle discussions*

IV. TECHNICAL & ADMINISTRATIVE ADVANCEMENTS (Dec 1 - Dec 15, 1997)

- a. To educate staff on new computer skills and technology, i.e., e-mail, copy services. *ASSISTANCE TO SHILOH BAPTIST TEMPLE*
- b. Update announcement programs, bulletins, flyers, tracks, boards, etc...
- c. Transfer paper files -to- computer files. *church operations*

Throughout the course of the internship as a recruitment facilitator for the churches, a research analyst for EHEP and an academic coordinator for the community the following information is necessary: *assistant* *volunteer youth coordinator*

Work place #1: Shiloh Temple Church
1534 E. 24th Street
Minneapolis, MN 55404
(612) 722-6390

Work place #2: Education and Housing Equity Project
122 West Franklin Avenue, #320
Minneapolis, MN 55404
(612) 871-8980

Work place #3: Minneapolis School District Sites
(Immediate Point of Contact
Voice-Mail 612.381.1027)

VM Pager: 365-5413

Weekly work schedule:
Mondays - 10:00 a.m. -to- 7:00 p.m.
Wednesdays - 10:00 a.m. -to- 7:00 p.m.
Fridays - 7:00 a.m. -to- 12:00 p.m.

Changes may occur due to events sponsored by EHEP, Shiloh Temple Church or Educational awareness programs. Weekly internship reports will be surveyed at the end of each week.

Shiloh Temple Church
Officiating Representative
Date:

Education and Housing Equity Project
Officiating Representative
Date:

ACTIVITIES

Year / / Month Sun Mon Tue Wed Thu Fri Sat

Notes & Delegation	B	A	WHAT INFORMATION WILL DO	Time Required
				A B
			<p>1) "Synopsis 1-2 pg." ARTICLES</p> <p>2) Gathering + Developing a catalog of successful models, bringing kids together. (Where)</p> <p>A) Trj-district (Maplewood White bear Lake St. Paul N.E. St. Paul)</p> <p>(Multicultural inclusive beyond busing)</p> <p>2015 - Afro. work force</p> <p>-60% - below min wage scale -</p> <p>3) Research housing info: DATA FOR USE IN REVISIO DISCUSSION GUIDE (EDUC. DATA FROM ACHIEVE)</p> <p>A) the re-inforcement of racial isolation</p> <p>B) A fact piece Parrell to the education</p>	
			<p>4) Networking (keep a Dates Journal)</p> <p>A: NAACP meeting Mon. 9/22/97</p> <p>B: MICAA Tuesday Tues. 9/23/97 westwood Lutheran Church</p> <p>CME (forums) Outside Time</p> <p>C: SAT. NAT'l Summit 9/27/97</p> <p>Race Relations 9:30-4:30</p> <p>Richard Green School</p> <p>Central High School</p>	

WMEP Ed. System

Desegregation only on the problem

Due From Others Community Specific Problems that

community solutions

Search for clues/underlying element



Phone: 871-8980, Fax#: 871-8984

Fax Cover Sheet

To: Phil Sandro
Company: HECUA, MUST DIRECTOR
Fax Number: 659-9421

From: DICK LITTLE, EHEP

Message:

Phil, thanks for the fax after our meeting this morning.

Here are the items I promised you - notes on Anthony's Intern Agreement; also the forms I received from Univ. of St. Thomas.

I trust you and Anthony will sit down together on Thursday to review & discuss the Internship's Agreement. The HECUA Agreement is preferable to the format Anthony was using.

I will call Anthony to schedule time together on Friday.

Thanks again for a very productive first meeting together this morning. Look forward to seeing you again in two weeks.

52 South 10th Street
Minneapolis, MN 55403-2001
FAX: (612) 962-4810

FACSIMILE COVER SHEET

If pages are illegible or incomplete, please call (612) 962-4300



- Bridge for Success
- Community Partnerships
- Graduate Program in Organization Learning and Development
- Jewish Vocational Service/Employment Intervention Program
- United States Academic Triathlon
- Graduate School of Business**
 - Center for Nonprofit Management
 - Institute for Creative Studies
 - Institute for Renewing Community Leadership
 - Masters in Business Administration
 - Masters in International Management
 - Partners Internship Program

Date: 9-22-97

Time: _____

Number of pages (including cover sheet): 5

To: Dick Little

Fax Number: 871-8984

From: Pat Kowalski

Direct Dial Phone Number: 962-4520

Message: *I misunderstood your voice mail message & thought you already had these papers. Anthony needs these forms completed before he can activate his payroll here at UST. Sorry for the mix-up.*

Off-Campus Work Study Agreement

This agreement is entered into between the University of St. Thomas, hereinafter known as the "Institution," and _____, hereinafter known as the "Organization," a private nonprofit organization, for the purpose of providing work to students eligible for the Federal Work-Study Program (FWS). The agreement is for the _____ academic year.

Schedules to be attached to this agreement from time to time must be signed by an authorized official of the institution and the organization and must set forth--

- (1) brief descriptions of the work to be performed by students under this agreement;
- (2) the total number of students to be employed;
- (3) the hourly rates of pay, and
- (4) the average number of hours per week each student will be used.

These schedules will also state the total length of time the project is expected to run, the total percent, if any, of student compensation that the organization will pay to the institution, and the total percent, if any, of the cost of employer's payroll contribution to be borne by the organization. The institution will inform the organization of the maximum number of hours per week a student may work.

Students will be made available to the organization by the institution to perform specific work assignments. Students may be removed from work on a particular assignment or from the organization by the institution, either on its own initiative or at the request of an organization. The organization agrees that no student will be denied work or subjected to different treatment under this agreement on the grounds of race, color, national origin, or sex. It further agrees that it will comply with the provisions of the Civil Rights Act of 1964 (Pub. L. 88-352; 78 Stat. 252) and Title IX of the Education Amendments of 1972 (Pub. L. 92-318) and the Regulations of the Department of Education which implement those Acts.

The organization is considered the employer for purposes of this agreement. It has the ultimate right to control and direct the services of the students, not only as to the result to be accomplished, but also as to the means by which the result is to be accomplished. The institution has the responsibility to determine whether the students meet the eligibility requirements of employment under the Federal Work-Study Program, to assign students to work for the organization, and to determine that the students do perform their work in fact.

Compensation of students for work performed on a project under this agreement will be disbursed and all payments due as an employer's contribution under State or local worker's compensation laws, under Federal or State social security laws, or under other applicable laws, will be made by the institution.

At times agreed upon in writing, the organization will pay to the institution an amount calculated to be the organization's share of the compensation of students employed under this agreement . If indicated in the terms of this agreement, the organization will at the same time pay its share of the payments required under the State or local worker's compensation laws, or under Federal or State social security laws. The institution will provide time reports to the organization on which the student indicates the total hours worked biweekly in clock time sequence. The student's supervisor will certify the accuracy of the hours reported.

We, the undersigned, agree to the terms of this Off-Campus Student Employment Agreement.

Signature of Authorized Official of the Organization	Name (please print)	Date
--	---------------------	------

Signature of Authorized Official of the Institution	Name (please print)	Date
---	---------------------	------

Schedule 1 -- Description of Work to be Performed

I hereby certify that the above is an accurate description of the work being performed by students of the University of St. Thomas who are employed at this organization under this agreement.

Signature of Authorized Official of the Organization

Date

I hereby certify that I have reviewed the above and agree that, to the best of my knowledge, it meets the requirements of the Federal Work-Study definition of "community service".

Signature of Authorized Official of the Institution

Date

Schedule 2 -- Payment Information

The following students will be employed for the average number of hours per week indicated (not to exceed 20 hours per week) and will be paid at the designated hourly pay rate:

Student Name	Social Security No.	Avg. hrs/wk	Payrate

The students employed under this agreement will be paid biweekly upon receipt of a time report indicating the number of hours worked and certified by the student and the student's supervisor. Compensation for these students will be paid _____ percent by the organization and _____ percent by the institution through the Federal Work-Study Program and payments for worker's compensation and social security will be paid _____ percent by the organization and _____ percent by the institution. The organization will be billed on a _____ basis for its contribution to the compensation of the students employed under this agreement and will remit payment immediately upon receipt of an invoice.

We the undersigned agree to the payment terms outlined above.

Authorized Official of the Organization Date

Authorized Official of the Institution Date

Any amendments to the list of student employees above will be given to the institution in writing.

FAX COVER SHEET

HECUA
 (Higher Education Consortium for Urban Affairs, Inc.)
 Mail #36, Hamline University
 1536 Hewitt Avenue
 St. Paul, MN 55104-1284
 Fax: (612) 659-9421

DATE: 10/1/97

NUMBER OF PAGES (including cover sheet): 9

TO:
Name Dick Little

Company _____

Dept. _____

Fax ~~320-325-2298~~ 871-8984

Tel. _____

FROM:
Name Phil Sandro

Tel. 646-8640

COMMENTS:

NOTES ON LEARNING AGREEMENT (W/ ANTHONY)

SCHEDULE HIS TIME = 20 hrs. total / week
60% / 40%

FOCUS ON ACTIV. TIME-BOUNDED 8-10 hrs/wk
WHAT CAN DO IN SPEC. AMT. OR TIME
SCHSD. TIME, WHICH - WIC. AT A TIME

1) * ~~Under~~ contribute to an analysis ~~and~~ of education and housing equity and segregation issues in the Twin Cities metropolitan area, to ~~be used~~ ^{help well be used} to inform public discussion public conversations also on it addressing the challenges of education, housing, and segregation, and racial isolation facing the metropolitan area and advocacy for building more inclusive communities

2) * This analysis and review of information will also contribute to redefining and reviving the the relationships between inner-city churches and communities for nurturing and developing ~~youth~~ youth in the Phillips Neighborhood / central city youth

Something I need done that matches his skills

Doable, Bite-Size that will be satisfy-start + complete.

PAULA

support

Direct Poverty
Over-extended
Hard worker } concern

Vignettes
Mentoring + Tutoring - Shilow

interview of com

Goal; improve her writing

Writing Sample to assess

Use RDE-SUMMARY + g. FORMAT

Write for read, write for people w/ 8th grade level

Help teach at alt school

Org. an landology - peer pressure / better screen + serv. knants

Research on immigrant countries

Net - Research

Survey Lit.

Interviews

Attend. mtgs.

Survey of people

Comm. garden proj - org. cit. + pub. mtgs.

Asylum applicants / MN Adv. for Human Rts.

Teaching assistant

Work w/ immigrants to gain lit test proficiency.

Handling comit. calls - servicing clients requests

Cond. survey of why in outland to neighbors cit. - loans exist.

find a resource center. a piece for my unit his unit in grad. stuff
even best written about work to address; find a resource center. a piece for my unit his unit in grad. stuff

SCHEDULE AND TIME = 20 hrs total work
00:00/00:00

FOODS ON ACTIVE TIME - 8:00 AM - 8:30 AM
SCHE. TIME - WHICH W/ AT A TIME
1. * Studies contribute to an analysis of educational
and learning capacity and are significant in
the area of metropolitan areas for the need to reform
educational systems, public and private schools
facing the challenges of educational reform
and organizational and social isolation facing the
metropolitan areas of education for building a new
educational environment

2. * This analysis and review of information will also
contribute to redefining and reorganizing the state
relationships between the state and the
community for maintaining and developing a new
educational environment for the future.

3. * Something is not the same as before
Boyle, Peter, etc.
That will be interesting
that is complete
Vignettes
Over 20 years
Handwritten notes
Latter part of work
2000, improve the work

4. * Help for work with school
Caplan, etc.
Teacher's assistant
Work is important to
It has to be
Handwritten notes
Some people are not
Handwritten notes

Anthony KaDarrell Thigpen

1426 North 8th Avenue
Minneapolis, Minnesota 55411
(612) 381-1027

University of St. Thomas

2115 Summit Avenue
St. Paul, Minnesota 55105
(612) 962-5000

COLLABORATIVE-INTERNSHIP AGREEMENT

HIGHER EDUCATION CONSORTIUM on URBAN AFFAIRS (H.E.C.U.A.)

Senior: Journalism/ Theology Major(s)

Internship Agreement - Discussion

Bibliography of Resources

Discussion Guide

MICAH Annual Mtg. Brochure

Brochure on National Summit on School + Race

Get / select copies of articles + research for Anthony
to use.

3. Identify 4 or 5 of the most important statistics (or groups of statistics) or pieces of data used by the author to make her/his argument(s).

1. _____

2. _____

3. _____

4. _____

5. _____

4. What didn't you understand or what would you like to understand more fully? State these as questions below.

5. If there are multiple readings, how are they related? i.e. opposing or alternative arguments, complement one another to make a broader argument, supplement each other. In other words, how do the readings fit together? Briefly describe.

6. What are 2 or 3 key questions that you think ought to be discussed by our class related to these readings ?

1. _____

2. _____

3. _____

Note about this agreement:

This agreement is designed to be used as a tool for facilitating effective relationships among the people involved in the internship described below. It should be regarded as a living document and guide which can be revised as each of the three parties find it necessary.

**MUST PROGRAM, Fall 1997
INTERNSHIP LEARNING AGREEMENT**

PART I - GENERAL INFORMATION

A. •Information about intern

•Intern's Name:

•Intern's address at home:

Intern's telephone #s:

HOME:

INTERNSHIP:

OTHER (specify):

B. Information about internship (host) organization/individual/group to whom intern is accountable for work performed

•Name of group, agency, entity:

•Name of Internship Supervisor(s)/Contact person(s) and telephone #(s) for each person named:

•Mailing address of internship site:

•Other contact people at internship site:

C. Name and contact information for faculty connected to internship:

Teresa Thomas-Carroll, Program Assistant/Internship Coordinator- (612) 646-2986
Phil Sandro, MUST Program Director- (612) 646-8640

MUST Program- HECUA
Mail #36 at Hamline University
1536 Hewitt Avenue
St. Paul, MN 55104-1284

(Statement from faculty named in previous page)

We, HECUA faculty connected to internships, agree to do or be responsible for the following:

- keep in touch by mail, telephone, or other personal contact as circumstances suggest (from the point of view of the student, the supervisor, or the faculty)
- provide the internship supervisor with materials to use for evaluating the student's volunteer work and for providing a grade, which constitutes 50% of the student's final grade in the MUST Internship course
- serve as the faculty contact person for both the student and the internship supervisor
- visit at the internship work site and with the supervisor *if requested* during the term for early conferences and formative evaluation
- provide copies of this agreement (and any amendments) to all three parties
- serve as a reference for the internship site and/or supervisor for faculty and students interested in finding quality internship experiences/placements

PART II: THE INTERNSHIP/COMMUNITY INVOLVEMENT WORK

A. General description of Responsibilities

Describe tasks, projects, work the student agrees to do. Indicate deadlines, specific outcomes, etc., where relevant. This part should reflect consensus that has emerged in discussions between the student and the supervisor.

B. Minimum requirements for completing internship work

For purposes of the MUST Program, students need to complete:

- a minimum of 200 hours of internship work during the fall 1997 semester, beginning in September and ending by December 12, 1997 (Unless agreed upon between student and Internship Supervisor to extend this date)
- the tasks underlined or * above (as agreed to by student and intern supervisor and approved by the MUST Internship Coordinator.)

Referring back to II.A., underline or * the aforementioned specific tasks and/or outcomes that the student and intern supervisor agree to as constituting the minimum requirement for completing the internship satisfactorily. This should reflect a consensus between the supervisor and the student. This is intended to help the student prioritize projects by clarifying which expectations are most important.

C. Supervision of internship work

Describe what kind of instruction, assistance, consultation, etc., you will receive and from whom and how often, etc. (i.e.-trainings, weekly check-ins)

D. Evaluation of internship work

Mid-term and final evaluation forms will be provided by HECUA faculty. The student and supervisor should also have an mid-term and final evaluation meeting to discuss progress and obstacles.

Person(s) who will complete the evaluation forms:

Person(s) who will participate in the evaluation meetings:

Comments about evaluation, if any (i.e.; if want MUST Internship Coordinator to be present, dates that evaluations will be performed, etc.):

PART III: LEARNING OBJECTIVES

A. What do you (the student) intend to learn through the internship work described in this form? List specific learning objectives in the following areas:

1. Personal growth/development (i.e.; self-confidence, gain awareness of interests, etc.):

2. Skill areas/experience (i.e.; improve writing, computer, marketing skills, etc.):

3. Knowledge (issues, subject areas):

B. Learning Activities/Processes

1. Describe how your internship activities, responsibilities, and/or opportunities for observation and interaction with certain people will enable you to (a) meet your learning objectives and (b) deepen your understanding of MUST topics.

2. What hours have you agreed to be on-the-job? (We highly recommend for students to work 20 hours per week so that flexibility is provided for holidays, illness, special circumstances. Students need to completely set aside Tuesdays and Thursdays for class)

(Days of the week) Hours: _____ a.m./p.m. until _____ a.m./p.m.

Monday:

Wednesday:

Friday:

(Saturday/Sunday):

Beginning Date: _____ Ending Date: _____
(for most sites, Dec. 12th)

3. Name special learning activities (field trips, community meetings, visits to related organizations, conferences, etc.) or training you will participate in as part of your internship:

PART IV: AGREEMENT

This written document, called the Learning Agreement, formally acknowledges a consensus or agreement among the student, Internship Site Supervisor, and MUST Internship Coordinator about the objectives, process, and outcome of the student's internship work (as described in this document).

***The three parties, signatories as indicated below, may, at any time, submit a proposed amendment to this agreement to which all parties will respond accordingly.**

Signatures:

Student Intern's Signature and Date:

Internship Supervisor Signature and Date:

MUST Internship Coordinator Signature and Date

INTERN MEETING / HECUA / 9-12-97

ANTHONY - 381-1027 1426 N, 8th Ave, Mpls. MN 55411

4 MO. MND SEPT - MND DEC

1. Anal. Report / Demo of Phillip's Comm
2. Take demo + anal + incorp. into the churches for getting...
3. a church + Youth Org. → connecting to school inst.

* b. ^{Mentorship + Menteeship Prog.}
Connect stud^{match w/ mentor} them w/ ^{w/ org that can provide} financial for school (higher ed.)

4. Poster + Data Page of Progr. - Rehab Centers, etc. - Formatting the info so can be used by the community

INTERNSHIP

1. Active part in proj. of goals of org.

Be part of big picture; see how applies to work of mission at org.

a concrete project to work on,

2. Has to illum. for stud. strategies for addressing inequality

illuminate the realities for addressing inequality.

STUDENT

Exam. + form. solve w/ mission st of org.

Role org. is playing in comm

How org. is working w/ other org in comm
Collab + Coal. Pldg.

Methods org. uses to achieve its mission

Barriers (outside) to org. meeting its obj

1. * Stud. Intro. Agreement
What do I want out of my internship

2. What my actual role be in org.
a. Meet stud. needs
b. Fulfill role + need of org.

Mutual underst. of expect.
How student interrelate w/ sup
Clear guidelines

3. Stud. → Make connect of intern to class (HSCVA)

* Midterm + Final Evaluation

[ST. THOS. STUDENT]

2 day prog. - prof. spend time
in field w/ student, some in internships
November

VISITING PROF. - PANIC - CHOICES

W/ STUDENTS

W/ PROF. INTERESTS

Genl, mutual accountability

Revisit long agment during semester

Phm Youth Ctr

Hrt of Earth

Neigh Ctr

Child. Ling Circle

School VISITS & OBS.

Day w/ youth, presenting to HBCVA stud.

NAACP internship -

-
- * Writing, Journalism / Objectivity
 - * active role / facilitating discussion;
helping frame discussion.
-

ITEMS FOR ANTHONY

- * Statement of Mission + Current act.
- * Work Plan ~~and~~ (Operat. Budget)
- * Description of The project

BRING SHILOH PROPOSAL