

## TEEN-AGE SUMMER COMMUNITY ACTION PROGRAM

A PROJECT FOR EDUCATION AND COMMUNITY UNITY--EAST PALO ALTO AND EAST MENLO PARK.

### I. Introduction.

The East Palo Alto and East Menlo Park community (here after called East of Bayshore Community) has a population of about 27,000 people of which approximately 80 per cent\* are members of minority groups. This project proposes to employ 121 community youth between the ages of 13 and 19 years of age in an imaginative and creative summer program within the East of Bayshore community.

The program emphasizes education, community involvement-renewal and unity. The youth will attend classes at the East Palo Alto Day school, teach younger children intensive pre-school skills, adult and parent participation in school and civic affairs.

The Day School is a private non-profit organization and will have full responsibility for recruiting and selecting the youth, planning and instituting the morning and afternoon schedules, developing the block activity and fulfilling the purposes of the project.

The program is designed to hire 100-200 teen-agers plus twenty college students. During the morning, the teen-agers would receive education-oriented instruction and drill in English, and other courses. In the afternoons they would work by neighborhood block assignments to (1) help tutor and assist younger children--primarily ages 4 through 7-- develop their learning skills; and (2) supervise recreational activities for these children; and (3) attempt to involve more adults in this program and other community activities. 1,000 children Ages 4-7 should be involved.

The program is based on several basic ideas. (1) There will not be sufficient summer jobs for youth, especially minority youth. (2) Recent research has shown that a student put into the position of tutoring another person will be more interested in the subject matter and therefore master it and learning skills more rapidly. (3) A local program drawing its leadership almost exclusively from the local community has greater community participation and greater potential for reaching the rest of the target area.

### II. A DESCRIPTION OF THE TARGET AREA AND/OR TARGET POPULATION

The East of Bayshore Community (East Palo Alto-East Menlo Park) is about three square miles. About 0.6 of this area (East Menlo Park) is within city limits of Menlo Park. About 2.4 square miles are unincorporated territory at the south end of San Mateo County bounded by the city of Menlo Park, and city of Palo Alto and the San Francisco Bay. The population is about 27,000. In East Palo Alto (East of Bayshore) about 80 per cent of the population is Negro. In East Menlo Park about 96 per cent of the population is Negro. The East of Bayshore community is a Black enclave of about 22,000 people.

This East of Bayshore community is a pocket of poverty within a wealthy community.

The Negro is not integrated into the affairs of the greater community. There is less and less Negro involvement in the affairs of the immediate community.

There is a low level of communication between the races (black and white) of the community which constitutes a wall which produces: poor education, unemployment, poverty and frustration, segregation and little hope for the future.

As the description of the community East of Bayshore clearly depicts the community needs jobs for teenagers both to keep them involved in constructive tasks and to keep them off the streets during the school vacation. In addition few teenagers in this community aspire to obtain a college education, because the public educational system is typical of many ghetto schools offering few incentives and rewards for educational achievement.

The Teenage Summer Community Action Program will provide both constructive jobs for the youngsters and an enriching educational experience strikingly different from that offered in the ghetto schools. In addition the project will reach 800 to 1000 small children and provide them with useful educational head start toward the first grade. Parents and adults in the community will be involved and encouraged to participate in community and educational activities.

### III. OBJECTIVES

A. To employ teenage students during the summer in creative activities on behalf of their community.

A. To have the student during the summer initiate and run block by block summer school for pre-school, kindergarten, and first grade children. The students will teach the alphabet, colors, counting, correct speech patterns and beginning linguistic reading.

B. To have the students initiate and conduct recreation activities for children in many areas of the community and within blocks themselves.

C. To have the students educate and involve adults in school and civic affairs.

D. To give the teenagers responsibility and meaningful jobs, two experiences seldom available to minority young people.

E. To have the students and staff evaluate the impact of this action-education project on:

1. The young children who are taught
2. The teenagers who are learning and teaching
3. The adults who are contacted

F. To increase the civic responsibility and involvement, educational level and aspirations through courses such as Black history, English and drama, African dance, community development (problems and solutions), reading, contemporary American teaching techniques and African language.

\*Figures based on 1967 data from Ravenswood Elementary School District

#### IV. PLANS FOR RECRUITMENT AND TRAINING OF STAFF AND VOLUNTEERS

##### A. Recruitment

1. The sub-college teenagers will be recruited through the two high schools and the elementary school districts that serve the East of Bayshore Community. They will be contacted in May.
2. The college-age youth will be recruited from the college students who are returning home for the summer and need jobs to help them continue with their education. These students will be contacted before Easter to find out which ones are interested. They will be interviewed, hired, and have two or three days of intensive training during Easter Vacation.
3. Volunteers will be recruited and trained as the project progresses.

##### B. Training of staff and Teens

1. All students selected will receive two weeks of training prior to the beginning date of the program. Such training will include street games, alphabet, colors and counting games and techniques, speech pattern practice and the linguistic approach to reading and practice in home visitations. The latter will take place as younger children are recruited for block based classes.
2. The teen students will be divided into ten groups of ten students plus college student serving as supervisor. Each group will be further divided into still smaller groups in order to attain an optimal teaching ratio of one student to five children. They will be assigned to teach groups of pre-school, kindergarten, and first grade children, to lead recreation activities, to talk with adults and parents and to increase adult participation in school and civic affairs.

##### C. In-Service Training

1. The staff will meet at least two times a week for training and evaluation (self and project) during the entire project. Each week during the project the youth will also be engaged in about fifteen hours of classes and various discussion seminars.
  - a. The class work will include reading and English instruction in which the youth will receive continuous instruction in the methods and evaluation of their use of the methods. In the other classes, the emphasis will be on communicative skills.
  - b. The discussion seminars will include Contemporary America as it relates to minorities, Community Development - problems and solutions, Blackology, Drama, African Dance, African Language, Art, and Teaching Techniques.

## V. OUR COOPERATION WITH COMMUNITY ACTION PROGRAMS AND OTHERS

- A. The Information Center has agreed to supply some of the instruction and material for the Community Information Class, and we will assist the Information Center in distributing any material or information which they request. so that in effect we will add over 200 part-time aides to the Information Center Staff. The Legal Aid Center will set up the courses of study for the class in law and the youth will inform the Community of the services of the Legal Aid Center.
- B. There will be little or no conflict with Head Start in terms of hours and pre-schoolers in the program because (1) Head Start will only reach 100 to 200 children and most of them must be from families who must meet the poverty criterion, and (2) Head Start ends at 1 p.m. and our classes for the 4,5,6 year olds will not start before 1:15 or 1:30.
- C. These are only a few examples of many ways in which we plan to cooperate with not only Community Action Programs but any other agencies or programs in the community that seeks to improve the lives of our people.

## VI. METHODS

- A. All students engaged in this project will receive two weeks of training prior to the beginning date of July 5, 1968. Such training will include street games, alphabet, colors and counting games and techniques, speech pattern practice, the linguistic approach to reading and practice in home visitations. The latter will take place as younger children are recruited for block based classes.
- B. The students will be divided into ten groups of ten students plus college student serving as supervisor. Each group will be further divided into still smaller groups in order to attain an optimal teaching ratio of one student to five children. They will be assigned to teach groups of pre-school, kindergarten and first-grade children, to lead recreation activities, to talk with adults and parents and to increase adult participation in school and civic affairs.
- C. Each week during the project the youth will also be engaged in about fifteen hours of classes and various discussion seminars: See detailed description under IV(Plans For Recruitment and Training of Staff and Volunteers).
- D. The staff will meet at least two times a week for training and evaluation (self and project). Refer to IV.

## VII. FORM OF ORGANIZATION

- A. The Day School, Inc., East Palo Alto (Administrative Staff) will assume administrative and supervisory responsibility. The Project Director will be hired during Easter Vacation.

B. The Staff

1. Project director will administer and coordinate all program activities.
2. The administrative assistant director will administer and coordinate the activities of the groups of teenagers and college students and supervisors.
3. The assistant director in charge of instruction will coordinate the teenage curriculum and instruction during the A. M. part of the program.
4. The administrative consultant will give direct assistance to the project director and assistant administrative director.
5. The consultant to pre-school/education will give direct assistance to the assistant director in charge of instruction and implement new techniques in pre-school education. She will co-ordinate the pre-school curriculum.
6. The reading consultant will work directly with the assistant director in charge of instruction, the consultant to pre-school education and will implement innovation in the teaching of reading to minority children.

Note: The two former consultants were the authors of and were directly involved in the initial project - funded via OEO, Summer 1967. The latter consultant was a staff member who was exceptional in helping to create new reading techniques.

7. There will be 200 teenagers and 20-40 college students from the East Bayshore community involved in the program. Minimum age will be 13.
  - a. The teenagers will:
    - 1) attend classes
    - 2) teach pre-schoolers, kindergarten and first grade children.
    - 3) lead recreation activities
    - 4) talk with adults and parents in hopes of increasing the responsibility and participation of these adults in school and civic affairs.
  - b. College students will have three jobs:
    - 1) Teach classes in the morning
    - 2) Supervise teams in areas in afternoons
    - 3) Lead discussion groups composed of teens and adults.
  - c. The volunteers will be used when and wherever they are needed.

VIII. PROJECT CONSULTANTS

- A. Dr. David Daniels-----General Consultant  
(Psychiatrist)
- B. Mr. Edward Becks-----Community and Information  
Specialist
- C. Mrs. Gertrude Wilks-----Community and Education  
Specialist
- D. Mrs. Evelyn Wallace-----Community Specialist
- E. Dr. Herman Blake-----Sociologist
- F. Dr. Alice Cottrell-----Reading Specialist
- G. Dr. Grace Brown-----Reading Specialist
- H. Mrs. Dorothy Taft Watson-----Reading Specialist

IX. EVALUATION

- A. Techniques for data analysis are being developed for computer analysis and reporting.
- B. The measuring instruments which are being developed to evaluate the project are:
  - 1. Before and after questionnaires
  - 2. Field observations
  - 3. Structured interviews
  - 4. School performance data
- C. A film team from the College of San Mateo will film our project throughout the summer. This junior college has the only school operated television station in the entire San Francisco Bay Area. (Channel - KCSM - TV)
- D. In addition the 20 group supervisors will be retained for follow-up data gathering.

X. SIGNIFICANCE OF PROJECT

- A. The direct involvement of students in the process of education and community activities should lead the students to significantly increase their awareness of civic responsibility and to raise their educational involvement and aspirations.
- B. The project explores the potential of community directed programs for community development.
- D. The potential cost effectiveness benefit of the project may far exceed that of current community action programs.
- E. The use of students to simultaneously help themselves, younger children, and adults is probably a unique project. It is predicted that this combined approach will have a positive effect on all involved and provide a new