

APPENDICES

**NEIGHBORHOOD HOUSING SERVICES
SUMMER EMPLOYMENT PROGRAM**

JULY 6, 1992 THRU AUGUST 14, 1992

Expected number of Participants - 30 youths between the ages of 14 to 16 years.

2 youths will be clerical trainees

28 youths will be maintenance trainees

Purpose - To assist in the clean up of target areas in the neighborhood. Also to expose students to information regarding other accessible professions and investments for the future.

Activities - There are a total of 12 city blocks to clean and the following sections of these blocks will be attended to:

- Alleys
- Vacant Lots
- Streets
- Parkways (grassy area in front of the property)

Geographical Locations:

6400 S. Wood	6400 S. Hoyne
6500 S. Wood	6500 S. Hoyne
6600 S. Wood	6600 S. Hoyne
6400 S. Honore	6400 S. Seeley
6500 S. Honore	6500 S. Seeley
6600 S. Honore	6600 S. Seeley

The Viaducts located 2100 West on 65th, 67th and 68th Streets.

Alternate Locations:

1900 - 2000 W. 64 Street	2000 - 2100 W. 64 Street
1900 - 2000 W. 65 Street	2000 - 2100 W. 65 Street
1900 - 2000 W. 66 Street	2000 - 2100 W. 66 Street

Additional Activities:

- Hold workshops in Goal Setting on rainy days;
- Do seminars on Mondays in the following areas:
 - The owning your own business
 - Other job possibilities
 - Investing in your future
 - Using your banks as tools
 - Investing in your community
 - The importance of the Community Reinvestment Act

WEEKLY PLAN SHEET

COMMENTS:

Week Of July 20, 1992

TIME	MONDAY 7/20	TUESDAY 7/21	WEDNESDAY 7/22	THURSDAY 7/23	FRIDAY 7/24
8:00 A.M.	Sign In	Sign In	Sign In	Sign In	Sign In
8:30 A.M.	Tree Maintenance	Bob Keeley Banking	Distribute Tools &	Distribute Tools &	Distribute Tools &
9:00 A.M.	Seminar	Seminar	Proceed To 6600 S.	Proceed To 2000 to	Proceed To 6400 S.
9:30 A.M.	"	Distribute Tools &	Seeley & Include Tree	2100 W. 64th & 65th	Hoynes 2 Lots For Wood
10:00 A.M.	"	Proceed To 6500 S.	Mulch	"	Chips & Tree Mulch
10:30 A.M.	"	Seeley Tree Mulch	"	"	"
11:00 A.M.	Questions & Answers	"	"	"	"
11:30 A.M.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 P.M.	CLEAN UP	CLEAN UP	CLEAN UP	CLEAN UP	CLEAN UP
12:30 A.M.	"	"	"	"	"
1:00 P.M.	Review Time Sheets	"	"	"	"
1:30 P.M.	"	"	"	"	"
2:00 P.M.					
2:30 P.M.					
3:00 P.M.					
3:30 P.M.					
4:00 P.M.					

WEEKLY PLAN SHEET

COMMENTS:

Week Of July 13, 1992

TIME	MONDAY 7/13	TUESDAY 7/14	WEDNESDAY 7/15	THURSDAY 7/16	FRIDAY 7/18
8:00 A.M.	STAFF MANAGEMENT	Sign In Collect Tools	Sign In Collect Tools	Sign In Collect Tools	Review Timesheets &
8:30 A.M.	SEMINAR	Proceed to 6600 S.	Proceed to site	Proceed to site	Go Over Questions
9:00 A.M.	"	Wood	6400 S. Wood	6500 S. Wood	"
9:30 A.M.	"	"	"	"	"
10:00 A.M.	QUESTIONS/ANSWERS	"	"	"	"
10:30 A.M.	"	"	"	"	Distribution of Flyers
11:00 A.M.	"	"	"	"	"
11:30 A.M.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 P.M.	CLEAN UP MEETING	Clean-up Meeting Area &	Clean-up Meeting Area &	Clean-up Meeting Area &	Clean-up Meeting Area &
12:30 A.M.	AREA	Collect Tools	Collect Tools	Collect Tools	Collect Tools
1:00 P.M.	"	"	"	"	"
1:30 P.M.	"	"	"	"	"
2:00 P.M.					
2:30 P.M.					
3:00 P.M.					
3:30 P.M.					
4:00 P.M.					

MARQUETTE NATIONAL BANK

July 21, 1992

NHS Student-Worker program--SUMMER, 1992
Mayor's Office of Employment and Training

WHAT DO BANKS DO?

I. Why Have Banks?

- safety
- investment in businesses
- savings accounts
- convenience--checking accounts and cash cards

II. How Do Banks Work?

- put money in--savings; Command Deposits (CDs); checking accounts;
 - savings bonds
- take money out checking accounts; purchases
 - loans

III. What kind of Loans are there?

- Students loans
- home repair loans
- home Mortgage Loans
- auto loans

IV. How To Get Started In the Banking Relationship for a young person?

- open a PASSBOOK ACCOUNT
- purchase a Savings Bond
- start a savings account with an older relative
- steps
 1. three pieces of identification
 2. minimum deposit
 3. hold onto your new PASSBOOK
 4. repeat the deposits each pay period; every two weeks

V. Building America--

- savings; investment leads to
 1. buying buildings
 2. fixing up buildings
 3. starting businesses
 4. building the neighborhood

--attitude article: The FABLE OF THE LAZY TEEN-AGER

VI. Building Myself to Be Ready For the Big World--

- ATTITUDE, HONESTY, ABILITY TO DO THE JOB

Harper High School

6520 South Wood Street
Chicago, Illinois 60636
312-535-9150
FAX 312-535-9090

Chicago Public School
Dr. Barbara M. Pulliam, Principal

November 16, 1992

Mrs. Jaribu Kitwana
Neighborhood Housing Services
2025 W. 67 Street
Chicago, IL 60620

Dear Mrs. Kitwana:

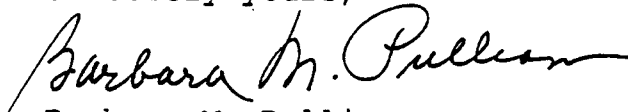
This letter is in solicitation of your support in Harper High School's continuing quest for grant funds with which to continue meaningful school reform. We are currently applying for a State of Illinois, Secondary Tech Prep Demonstration Project grant. With the success of our S.T.A.R.S. program, (a special needs Carl Perkins grant) we know we can continue to make schooling more meaningful to our students. Furthermore, articulation from secondary education to post-secondary education and training must be addressed in the grant itself. This is where we need your support.

We need a firm commitment that your organization will work with us to provide post-secondary experiences and advise Harper on curriculum matters transitioning students from high school to college, trade school or apprenticeships.

Please write a letter of commitment to Harper by November 24, 1992. In that letter we request that you detail your commitment and the efforts you will make to help us implement a tech-prep project. A sample letter is enclosed for your convenience.

We truly appreciate your input and cooperation, and look forward to a mutually beneficial partnership. Please feel free to call Mrs. Irma West, Business Department Chair, at (312) 535-9119 if you have questions.

Sincerely yours,



Barbara M. Pulliam
Principal

Enclosure



Neighborhood Housing Services of Chicago, Inc.

West Englewood Division

2025 West 67th Place Chicago, IL 60636 (312) 434-3600

November 25, 1992

Dr. Barbara M. Pulliam, Principal
Harper High School
6520 S. Wood St.
Chicago, IL 60636

Dear Dr. Pulliam:

Neighborhood Housing Services, Inc. is willing to give full support and cooperation to your efforts to become a State of Illinois Tech/Prep site.

Our organization can best serve your students in the following partnership area(s):

Targeted Industry: Real Estate Development

Contact Person: Jaribu Kitwana

Telephone No.: 312-434-3600

We will assist the Harper staff on curriculum alignment, transitioning students, career planning, and defining competency-based skills needed to make education more meaningful.

Sincerely yours,

Jaribu Kitwana
Program Mgr, SYP
West Englewood N.H.S.

cc: Ardell Young, Director

Michael Maremont, President
Kate Maremont Foundation



Neighborhood Housing Services of Chicago, Inc.

West Englewood Division

2025 West 67th Place Chicago, IL 60636 (312) 434-3600

November 30, 1992

Ms. Lynn St. James
Lindblom Technical School
6130 S. Wolcott Ave.
Chicago, IL 60636

Dear Ms. St. James:

Neighborhood Housing Services, Inc. is willing to give full support and cooperation to your efforts to become a State of Illinois Tech/Prep site.

Our organization can best serve your students in the following partnership area(s):

Targeted Industry: Real Estate Development

Contact Person: Jaribu Kitwana

Telephone No.: 312-434-3600

We will assist the Harper staff on curriculum alignment, transitioning students, career planning, and defining competency-based skills needed to make the educational experience more meaningful.

Sincerely yours,

Jaribu Kitwana
Program Mgr, SYP
West Englewood N.H.S.

cc: Ardell Young, Director

Michael Maremont, President
Kate Maremont Foundation

Memo

TO: S.Y.P. Committee
FROM: Jaribu K., Program Manager
DATE: December 28, 1992
RE: Pre-Apprenticeship Meeting Update

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The sub-committee (Bob K., Cynthia G., Karl B., and Jaribu K.) met with Dr. Barbara Pulliam of Harper High and Ms. Lynn St. James of Lindblom Technical, Monday, December 14, 1992. Also in attendance was a Harper L.S.C. representative and business teacher.

The group met to discuss further any questions, needs and concerns Lindblom or Harper may have regarding N.H.S.'s concept of a training program for the high school students. Some things to be done were:

Tasks

Responsible Party

-Identify project sites	N.H.S.
-Identify site manager/trainer	N.H.S.
-Develop curriculum	Harper and Lindblom
-Identify student workers	Harper and Lindblom
-Develop program design	N.H.S.

N.H.S. was also asked to explore the possibility of acquiring the store front building across the street from the school. This property could be used by both schools as a day care center for students who are also parents, and as a parent training program.

The anticipated time frame for initiation of program is September 1993. The students will have classroom training in fall and winter, then field work can begin in the spring through summer of 1993.

Primary issues to be resolved are ownership of properties, program funding and insurance for students during construction. Harper and Lindblom have entrepreneurial programs, which could be considered as a next step for the program - a student owned business.

Both school have existing curriculum which could be utilized as a vehicle for the training program. Classes such as: drafting, business, accounting, home economics, and carpentry.

Pre-Apprenticeship Program Draft

Design Concept Questions:

Who will be trainees - high school sophomores, juniors, and seniors initially; program could be extended to unemployed community residents in evening classes.

What type of program - training for pre-apprenticeship certification.

What for - this program can provide job ready skills to high school sophomores, juniors and seniors in the varied fields of real estate.

Why do the program - to broaden the technical skills of students; or at least minimally increase the students awareness of basic home repairs for their reference as future homeowners.

When will the training be done - all during the school year, with the possibility of extending through the summer months.

Where will training take place - initially in the classroom as a compliment to existing curriculum; and the next phase in the field at a job site within the community in a specified radius of the school.

How will program be implemented - the existing school's curriculum will be aligned with the training requirements for work at the job site. The field work will be a paid intern position for the student at a particular place of business or project site owned either by the students, school or N.H.S.

Program Potential and Benefits: a) This program can be extended into the fields of real estate sales, architectural drawing, drafting plans, cost estimating, technical specification writing, landscaping, interior design, marketing, and lending. b) The community benefits are obvious, every abandoned property rehabilitated and sold strengthens the neighborhood; and developing the training to a high quality level increases the availability of "good" low cost housing. c) N.H.S. will demonstrate its commitment to the community as well as increase disbursement of its low interest funding in the community. d) the school gets to increase their educational programs and possibly bring in additional funding.

Pre-Apprenticeship Program - Draft
Neighborhood Housing Services Recommendations
January 6, 1993

This draft has been submitted to Harper High School and Lindblom Technical principals for discussion of the Tech/Prep program only. This document has not been approved by the Neighborhood Housing Services of Chicago, Inc. Board.

Mission: To train high school sophomore, junior and senior students at the introductory level in the carpentry trades (painting, sheetrock, taping, and rough carpentry), with the hope of drawing high school students and parents into the community revitalization process.

Goals:

- develop a pre-apprenticeship certification through the board of education; (if possible)
- develop job ready skills in high school sophomores, juniors and seniors;
- increased student awareness of basic home repairs for their future reference as homeowners; and
- develop a carpentry training program as a part of the high school curriculum.

Objectives:

- conduct classroom training in carpentry methods, reading of tools and usage of tools;
- conduct field training to acquire practical experience;
- classroom training periods to be determined by the skill level of students and/or the complexity of the task;
- achievement levels to be determined by student's ability to perform assigned written or practical task; and
- program achievement to be determined by placement of students into internships with businesses, next level apprenticeship programs, or hiring by other businesses.

Outcomes:

- provide several part-time jobs for students;
- increase the funding potential of Harper, Lindblom, and N.H.S.;

- secure the partnership of N.H.S., Harper, Lindblom, and the community;
- utilize program as a strategy to turn around vacant properties in the community; and
- increased capacity for training students in other related fields of construction, i.e. architectural drawing, drafting, interior design, marketing, and landscaping.

Benefits:

- job creation;
- youth training of marketable skills;
- physical community improvements;
- low cost repairs to the community;
- training opportunities for other residents;
- capacity building of students;
- decreased housing abandonment; and
- enhancement to existing school curriculum.

N.H.S. Role:

- N.H.S. would serve as resource for identifying properties for student field activity. (Property ownership would be determined by end use?)
- N.H.S. would serve as resource in matters relating to: rehabilitation, homeownership, financing of purchase and rehabilitation.
- N.H.S. would assist in identifying field trainer and reviewing curriculum.
- N.H.S. will assist in identifying funding for student wages.

Future considerations needed:

- Funding Sources
- Program Budget
- Program Staffing

Recommended Format for Choosing Activities

- * Determine Rationale for Choice (Criteria)
 - Impact on goal achievements
 - Develop quantifiable objectives
- * Consider Existing Organizational Resources
 - Personnel
 - Financial
 - Time constraints
- * Determine Effective Implementation Process
 - Who does what?
 - When should tasks be completed?
 - What are necessary steps to completion?
- * How Will Results be Measured?
 - What tools will be used?

ADD IN
-JARIBU KITWANA
1/16/93