

**FINAL
REPORT**

URBAN DEVELOPMENT CONSULTANTS, INC.

**Dedicated to Community
Economic Development**

SUBMITTED BY
JIHAD TAQWA MUHAMMAD



URBAN DEVELOPMENT CONSULTANTS INC.

"Dedicated to Community Economic Development"

FINAL REPORT

**ENTREPRENEURSHIP
COMMUNITY ECONOMIC DEVELOPMENT
ACADEMY
UTILIZING
"THE VILLAGE DEVELOPMENT PROCESS"**

Designed by Jihad Taqwa Muhammad
Urban Development Consultants, Inc.

GARY COMMUNITY SCHOOL CORPORATION

ROOSEVELT HIGH SCHOOL
730 West 25th Avenue - Gary, IN 46407



FOCUSING ON EXCELLENCE: A FAMILY AFFAIR

(219) 881-1500

WILLIAM REESE, JR., Principal

January 8, 1997

Mr. Curtis James, Director
Entrepreneurship and Economic Development
700 East Oakwood Boulevard
Chicago, Illinois 60653

Dear Mr. James:

On behalf of members of the ROOSEVELT HIGH SCHOOL ADMINISTRATION, FACULTY and STAFF, we would like to commend Mr. Jihad Muhammad for his outstanding commitment to education, to us, and to our community. We became acquainted with Mr. Muhammad in the spring of 1996. He was one of our professors at Chicago State University. He taught Entrepreneurship Awareness for Teachers. He was a great inspiration to us. We brought his techniques and ideas back to our school and shared them with our colleagues and students. Because of our association with Mr. Muhammad, our students participated in a Youth Entrepreneurial Seminar at Chicago State University and brought back four trophies for outstanding participation.

Mr. Muhammad has continued to show his deep interest in us as a faculty, a school and a community. During this school year he has conducted Entrepreneur Workshops for students at Roosevelt. He helped us write a community development grant and assisted with a faculty presentation on Tech Prep and Entrepreneurship. He has visited classrooms and talked to students to make them aware of how their involvement is needed to improve our community. Presently he is working toward the installation of a credit union and bakery for the school. The students see him in the building and in the community. They read his articles in the local paper and discuss his ideas on making Gary a city of which we can be proud. He is a positive role model.

We are proud to know Jihad Muhammad and be able to take advantage of his knowledge and expertise. We are happy to be able to let others know how we feel about him.

Mr. Muhammad we salute and thank you for your dedication and diligence. You make great things become a reality for us.

Sincerely,

William Reese Jr.

THE ROOSEVELT FAMILY

William Reese, Jr.

PRINCIPAL

CENTER FOR ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT

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CURTIS A. JAMES, JR.

DIRECTOR AND COLEMAN PROFESSOR OF ENTREPRENEURSHIP

MEMBER: COLEMAN COUNCIL FOR ENTREPRENEUR AWARENESS EDUCATION

EXPANDING THE ECONOMIC CAPACITY OF COMMUNITIES THROUGH ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT EDUCATION

PROGRAM SUMMARY

The economic plight of poor and minority communities has been well documented. Structural changes such as corporate downsizing, technological innovation and the new global economy have heightened these problems. It is also common knowledge that educational programs must be reinvented to serve the needs of these communities. In response, The Coleman Foundation has supported the development of The Center for Entrepreneurship and Economic Development (CEED), which has become a model for improving educational programs, promoting community development and enhancing economic opportunities. During the past eight years, through its Entrepreneurial Awareness Programs, CEED has expanded the depth, breadth and scope of entrepreneurship and economic education for economically underdeveloped communities.

The Center for Entrepreneurship and Economic Development collaborates with public and private institutions, community-based organizations, local business leaders and residents to design and implement strategies that expand the economic capacity of communities who are economically challenged. CEED also collaborates with educators at all levels to further the academic achievement of students, provide educational and economic development research data, and increase their community's awareness of entrepreneurship.

WHY COMMUNITY ECONOMIC DEVELOPMENT?

Community Economic Development (CED) education is essential to providing youth, adults and community members with knowledge and the know how to organize neighborhood resources to combat poverty and other obstacles that hinder economic success.

Many neighborhood residents are concerned with keeping their communities vital and economically sound. Some may want to start a community and/or school-based business venture, nonprofit corporation or other projects/programs that provide an economic benefit to their community. They may not know how to go about contributing their time, energy and ideas.

WHAT IS COMMUNITY ECONOMIC DEVELOPMENT?

Community Economic Development (CED) is a course of action directed at reducing economic dependency, promoting self reliance and providing information and capacity building skills to a neighborhoods, institutions, organizations and residents.

CED is transforming the culture of communities and individuals from consumers to producers and promoting education that leads students and residents toward expanding community-based business ownership.

CED is strengthening community-based organizations, schools, banks, credit unions, congregations, cultural institutions, and developing financial and human capital resources.

CED is positively impacting the business environment and the quality of life within communities by increasing the flow of goods and services. CED is building self-sustaining communities.

CEED's INTERRELATED/INTERACTIVE PROGRAMS, PROJECTS AND ACTIVITIES

CEED offers an array of interrelated/interactive programs, projects and activities designed to promote a "communal spirit" and "synergies" among community organizations, institutions and residents. The goal is to produce self-reliant communities.

THE CENTER FOR ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT (Post-secondary Adult Oriented Programs)

Entrepreneurship & Community Economic Development Forums (ECED) These Forums are designed to assist communities begin and/or expand the process of establishing sustainable economic development strategies. The CEED staff works with community members to design forums that help to build economic capacity. For example, a community may want to learn how to assess and leverage their economic resources.

Entrepreneurship Training & Strategy Programs (ETS) Most research indicates that most small businesses fail because they lack adequate management and strategic planning skills. Another problem that exists among small businesses is they lack the skills to leverage the economic resources that exist within their communities. The Center will offer technical assistance and training in management and strategy development.

Entrepreneurship Fellows Program (EFP) Entrepreneurial activity is the backbone of America's free-enterprise system, yet it has not been fully embraced as an academic component in colleges and universities. Through the EFP, CEED assist academic institutions to move entrepreneurial activities from an auxiliary position into mainstream curriculum. The EFP seeks senior and tenure-track college or university faculty to assume the role of catalyst for expanding curriculum based entrepreneurial initiatives at their respective institutions. These faculty members are awarded Fellowships that include a stipend, training and support.

ENTREPRENEURIAL AWARENESS AND EDUCATION PROGRAMS (Youth and pre-college oriented programs)

Entrepreneurship Classroom Presentation Program (ECP) This program enhances academic performance, peaks student interest and provides exposure to the concept of self-employment. Members of the program's staff and community business owners make classroom presentations. Presenters meet with students once per week for six weeks. They inform students of their option to select entrepreneurship as a career goal.

Entrepreneurship Teacher Training Program (ETT) The ETT program is designed to train trainers. Teachers and instructors from grade levels K through 14 are invited to participate in this program. This comprehensive training program is "team taught" by CEED staff, small business owners and curriculum and economic development specialists.

Young Entrepreneur Seminar and Expo (YES) High school and elementary school students are invited to participate in a seminar that exposes them to community business owners and other role models. Students who have developed school-based businesses are invited to exhibit their goods and services.

Entrepreneurship Summer Institute Program (ESI) This component provides advanced training and support for K through 14 teachers and instructors who are involved with entrepreneurship education.

Student Entrepreneurship Education Development Fund Program (SEED) This program provides high school and elementary school students with money to start school-based businesses. These businesses provide active learning and hands on business experiences which helps them to transition from school to work. These ventures help them to develop entrepreneurial character traits.

ENTREPRENEUR'S CREDO

*I do not choose to be a common man
It is my right to be uncommon - when I can
I seek opportunity - not security
I do not wish to be a kept citizen, humbled
and dulled by having the state look after me.*

*I want to take the calculated risk;
to dream and to build,
to fail and to succeed*

*I refuse to barter incentive for a dole;
I prefer the challenges of life
to the guaranteed existence;
the thrill of fulfillment to the stale calm of Utopia.*

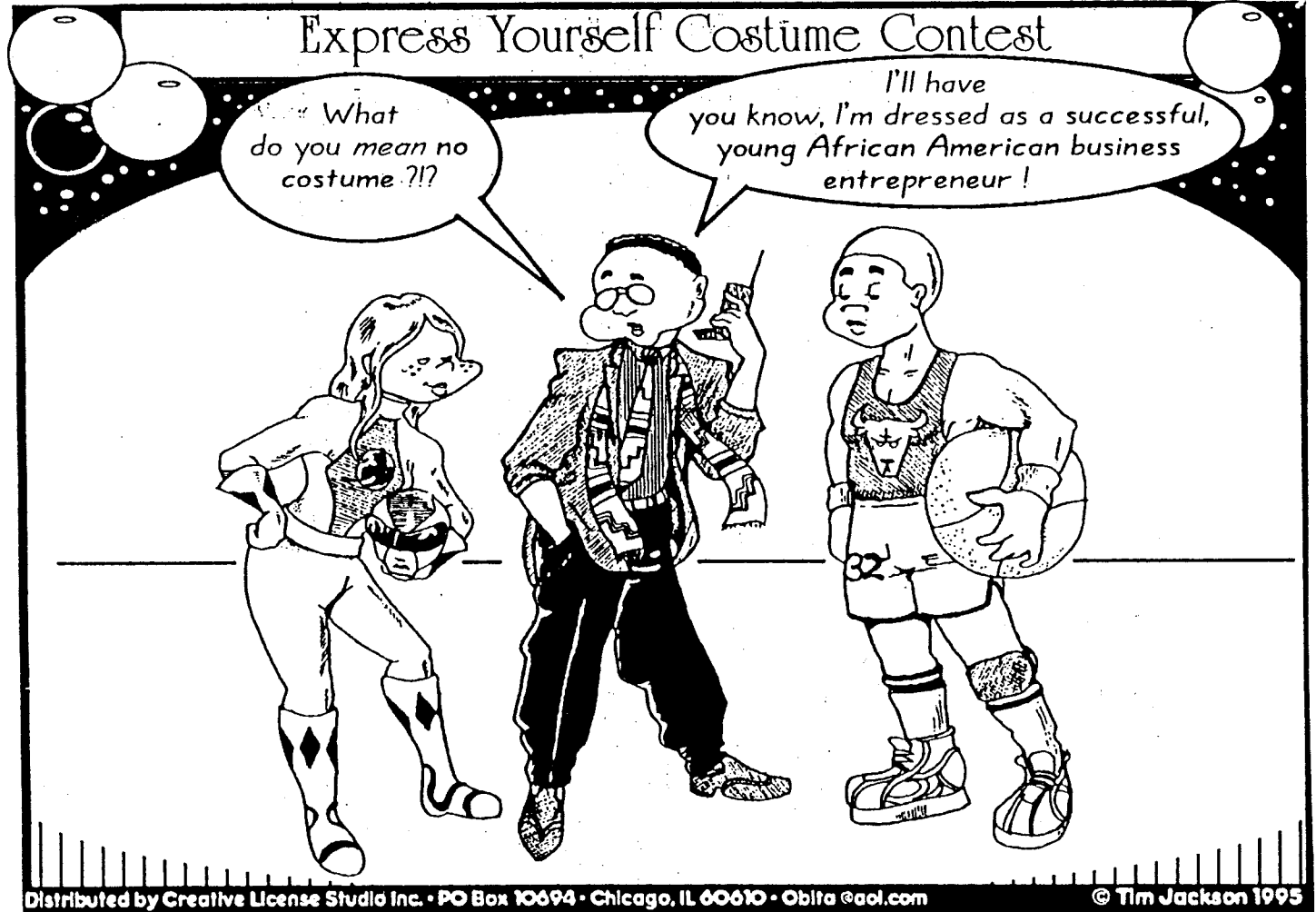
*I will not trade freedom for beneficence
nor my dignity for a handout.
I will never cower before any master
nor bend to any threat.*

*It is my heritage to stand erect,
proud and unafraid; to think and act for myself,
to enjoy the benefit of my creations
and to face the world boldly and say
This, with God's help, I have done.
All this is what it means to be an Entrepreneur*



Things That Make You Go Hmm...

by Tim Jackson



FINAL REPORT

HISTORY

In 1996, at the time of this report, Gary, Indiana is known as the Crime Capital per capita of the United States. This dubious distinction has been crowned on a place that I love - a place that I call home.

Few areas in the United States have experienced the economic and psychological decline equal to that of Gary, Indiana over the last ten (10) years. The city is losing population, the 1992 Census report estimated Gary's population at 125,000 residents, however, recent reports indicate that the population is below 100,000. Numerous businesses have permanently closed, and thousands of jobs in manufacturing have been lost. According to 1993 recipient statistics from the Lake County Department of Public Welfare, as a result of Lake County's economic condition, the inner city has the highest number of recipients than in past years. Gary has 21,649 recipients - 7,719 cases - 15,679 are children and 6,579 are adults. Beginning with 1981, annual average unemployment rates ranged from 12.3 percent to a high of 16.3 percent in 1982. The downward spiral began, ever so slowly, finally falling to 10.0 percent in 1987.

The years 1988 and 1989 were the best, "unemployment-wise", the area had seen in quite, some-time. Unemployment rates for those years were 6.8 percent and 5.6 percent respectively. Unfortunately another national recession had begun in the summer of 1991. While it had damaging effects on many areas of the country,, Lake County's unemployment was 6.2 percent for the year.

Finally in 1991, the area began to be effected by the national problems. A few businesses closed, lay-offs occurred, unemployment was on the rise, and the economic climate was not promising.

A preliminary twelve (12) month average for unemployment during 1991 in Lake County showed that 7.4 percent of the county's labor force was unemployed. The 1992 Benchmarked Labor, Force Estimates showed Lake County with a .9.0 unemployment rate.. And recent announcements of additional cutbacks and/or closings in manufacturing do not bode well for the area's unemployment situation in the future.

However, according to Gary-area politicians who were instrumental in passing statewide gaming legislation, the future economic climate looks promising for several reasons. Donald Trump and a gaming operator from Detroit, Michigan, both have licenses to run Casino Boats off the Gary Lake Michigan shoreline. Governmental officials are anticipating utilizing revenues from this to positively impact the economic development of the city.

Gary has signed an agreement with the city of Chicago, that will result in both cities promoting Gary's airport as a reliever for Chicago's O'Hare Airport flights. In addition, the airport has been designated as a Federal Trade Zone, it is anticipated that revenues from commercial flights and import/export activities will be substantial in the future.

The lack of education has been a barrier for human development in our community. Thirty-six (36%) of the adult population have not attained a high school diploma or equivalency, thirty-four (34%) are high school graduates, and thirty percent (30%) have attained some level of college education.

The vital statistics/demographics of Gary's in-school youth population are as follows:

Number of Youth in School	2,21,203
Elementary(K.5th)	91,594
Middle(6,7,8th)	5,144
High School(9-12th)	7,027
Middle Sch Academy	38
Perf Arts H/S	400
Student Suspensions(Total)	3,684
Negative Behavior	2,418
Poss. of Weapon	27
Theft	54
Extortion	5
Alcohol	30
Vandalism	23
Assault on Student	1,023
Assault on Employee	16
Truancy	88

Based on the American Drug and Alcohol Survey the percent of Gary 12th grade students compared to students across the country are as follows:

Alcohol -	Local 12th graders - 85%
	National 12th graders - 91%
Cigarettes -	Local 12th graders - 49%

National 12th graders - 66%
 Marijuana - Local 12th graders - 46%
 National 12th graders - 44%

The 1990 vital statistics/demographics of Gary's current population are as follows:

Total Population	116,646	100%
Gender		
Male	53,602	46%
Female	63,044	54%
Age		
5 to 17	27,771	24%
18 to 24	11,318	10%
25 to 44	320,666	28%
45 to 54	11,332	10%
55 plus	24,264	21%
Home Ownership		
Own Home	64,300	75%
Rent Home	20,800	24%
Type of Home		
House	72,000	84%
Townhouse/Duplex	4,200	5%
Apartment	91700	11%
Average Household Size	3.5	
Median Household Income	\$26,706	

Percent of Gary Community School Corporation Students at Risk from Drug and Alcohol Use
 (1989-90) 8th Graders

Low Risk (83.9%)

1. Tried a Drug (no current use) - 17.5%
2. Light Alcohol Users - 10.0%
3. Negligible or No Use - 56.5%

- Moderate Risk (14.1%)

1. Occasional Drug Users - 6.0%
2. Light Marijuana Users - 8.1%

- High Risk (2.0%)

1. Multi-Drug Users	1.3%
2. Stimulant Users	0.2%
3. Heavy Marijuana Users	0.2%
4. Heavy Alcohol Users	0.3%

The conditions of crime, insufficient economic development, and lack of quality leadership has placed the typical Gary citizen in a state of despair and desperation. An increased level of apathy has resulted in a substantial number of residents not exercising their rights, responsibility, and obligations of citizenry.

In a random survey conducted at Gary Roosevelt High School, the questions were asked; Do you see opportunity in Gary and have you heard from your parents or from someone else that if you are blessed to be able to attend college, go away and never come back to Gary? The children are a reflection of their parents attitudes and/or disposition. The children overwhelmingly saw little or no opportunity for them in Gary. In addition, this attitude and/or disposition was reinforced by the message, that as soon as one was mobile, they should leave the city in haste there is nothing here to stay for.

It is reported that a substantial amount of the crime is perpetuated by the youth in our community. It is my contention that this condition occurs because the youth see little or no opportunity in Gary, Indiana. It is the perceived lack of opportunity - the fear and frustration that causes the deviant and criminal behavior of our youth.

As an Educator and CED practitioner, I took on, the challenge to design a program that would increase the academic achievement of students and reduce Acts of deviant behavior. This entrepreneurial course . of action is designed to reducing government dependency, promote economic self-reliance and raise the level of entrepreneurial awareness and community economic development activity.

One thing you learn early on in your CED course work, will be to define the problem that you want to address. This relates very well, I think, to when Steven Covey (Seven Habits of Highly Effective People) talks about being effective by focusing your energies on your circle of influence rather than your larger circle of concern, Once I was able to know and understand my community by assessing its resources and constraints, I could then set goals and objectives to address the needs and social ills, then set in motion a strategic plan of action.

DEFINITION OF THE PROBLEM:

If no solution is found, then 20.3% of Gary, Indiana's population that live at or below Federal Poverty guidelines, 15% of which are persons under the age of 18, will continue to be exposed to the illegal drug business as a career option, without being provided the alternative of learning Entrepreneurship as a career option that can enhance their life and that of their community.

PROJECT GOALS:

THE ENTREPRENEURSHIP AND COMMUNITY ECONOMIC DEVELOPMENT ACADEMY (ECEDA)

Urban Development Consultants in collaboration with Ivy Tech State College will design, develop, and implement the Entrepreneurship and Community Economic Development Academy (ECEDA), an after school demonstration program that will...

...Further the academic achievement of students. It is expected that the academic performance of participants will increase and incidents of deviant behavior will decrease at the participating School.

...Provide for school-based research and marketing activities. It is expected that Entrepreneurial/CED Mentorship teams will be formed to conduct these activities.

...Increase the career awareness of students to entrepreneurship and increase the awareness of the residents that surround the school to the community economic development process. It is expected that Entrepreneurial/CED mentorship teams will produce seminars, workshops and fund-raisers.

DEMONSTRATION PROGRAM METHODOLOGY:

The Entrepreneurship and Community Economic Development Academy (ECEDA) is a new school-based business mentoring, education and service project that will begin after school operations in April of 1997 utilizing the resources of two Coleman Foundation funded programs - The Entrepreneurship Program at Purdue University Calumet (PUC) and The Entrepreneurship Teachers Training Program at Northeastern University (NU.) Center for Inner City Studies.

It is proposed that this program start for students in April of 1997 during the 4th marking period. The program will be conducted for 9 weeks during the regular school year and 8 weeks during the summer. The ECEDA will operate through a school-based team mentoring model. Initially, five (5) mentoring teams focused on the Travel, Food Service, Manufacturing, Community Development Financial Institutions, and Marketing will be established to work with 11 students per business industry.

Students will be recruited to participate from the eleventh grade students who participated in a Entrepreneur-ship Workshop conducted at Roosevelt High School. These students, after hearing a classroom presentation on entrepreneurship, signed up to attend the workshop. The message given to these Roosevelt High School students, was that if they wanted entrepreneurship education at their school they should attend the workshop and support the establishment of the ECEDA that will be designed to teach them primarily, how to create and manage their own business firms.

Each mentoring team at Roosevelt High School will be composed of five adults who represent at least one businessperson from the Entrepreneurship Program at PUC and/or a businessperson that

represent one of the five business industry areas that the school selected to develop a school-based business program around.

The mentoring teams will also have at least one PTA parent, two teachers who have completed the Entrepreneurship Teachers Training Program at NU, and one student from IVY TECH STATE COLLEGE

These teams will be-responsible for helping 55 eleventh grade students learn entrepreneurship, business and community project development skills. Mentors will receive 16 weeks of intensive training at Ivy Tech State College and spend over 60 hours mentoring during the academic year.

Each student will spend 9 weeks learning each craft during this extended day program that will be conducted for 3 hours between the hours of 4:00PM and 7:00PM each day. The curriculum for each team will be developed by the ECEDA Advisory Board.

Under the guidance of their mentors, each student team of 11 eleventh graders will:

1. Conduct marketing surveys of a school neighborhood, analyze the data and develop a plan for a school-based business and a community project.
2. Present their business/community project plan to the ECEDA Advisory Board for approval and feedback.
3. Present their data and findings to the general school/community population. NOTE: This will be done to inform students of the program and to motivate voluntary desire to participate from the wider school population.,

The ECEDA Advisory Board will be composed of businesspersons, community economic development practitioners, the Roosevelt High School Principal, and the Dean of Instruction at Ivy Tech State College. The board will provide access to a \$2,500 microloan to each ECEDA team business and community project plan based on the merits of their presentation. The student teams, with guidance from their mentors, will then execute their plans and manage their businesses., As part of the project, student teams and their mentors will also set aside a day to visit a corporate boardroom in the Northwest Indiana and/or Chicago area where they will meet with top-level executives to learn about managing a large business and discuss career opportunities.

OBJECTIVES:

SHORT TERM EXPECTATIONS 6 MONTHS TO ONE YEAR

Over the past 12 months we have just set the stage to realize our project expectations; to establish the Entrepreneurship Community Economic Development Academy. We expected to have at least one school-based business up and running within the project development period with a coalition formed to advocate the replication of the program throughout the Gary Public School system.

IMMEDIATE EXPECTATIONS - 6 MONTHS TO ONE YEAR

We expect to obtain \$300,000 to create a school-based community development credit union. These funds will be used to issue micro-enterprise loans to other schools to start school-based businesses and to produce a newsletter designed to disseminate information on CED and Entrepreneurial based efforts.

LONG TERM EXPECTATIONS - 3 YEARS TO 5 YEARS

Build by January 2000 the "Cultural-City Village", a commercial retail shopping, CED Resource Center, and entertainment complex that will be primarily built by youth & adults from the Gary community.

In addition, we expect that as-a result of achieving the above objectives the following will occur for evaluation:

1. Increased academic performance from participating students
2. Decrease in negative behavior (detention rates) and drop out rates.
3. Increased number of projects, program, and activities that address the needs, wants, and desires of the neighborhood.

ACTIVITIES

SHORT TERM EXPECTATIONS - As a practicing CED practitioner before enrolling in the program, I was engaged in a program teaching young people entrepreneurship skills, The Director of the program (American Majestic Eagles Youth Business Training) wanted his teachers to improve upon the existing curriculum outline that we were using, He decided to send us to the Entrepreneurship Teachers Training program at Chicago State University to accomplish this task, It was at this training that I became reacquainted with the Director of the Entrepreneurial Awareness Programs (EAP). This program is funded by the Coleman Foundation which funds the greatest number of entrepreneurship training programs in the country.

While being engaged in the training I discovered that one of their training components is Community Economic Development. I was then blessed with the idea from the training that a good project would be to introduce the school-based business concept to the Gary, Indiana public school system. In addition, as a HUD scholarship recipient, that is required to do an internship with a community-based initiative, I felt that it would be in my best interest to offer myself as an intern to the EAP.

Mr, Curtis James, Director of the program accepted my offer and after a short period of time, offered me employment. It has been beneficial to network with teachers in the Chicago Public School System that are sold on the school-based business concept as an initiative that can redirect the energies of our youth in positive and productive directions, Working with Mr. James provided me with the opportunity to work for one of the major Community Development Corporations in the city of Chicago Bethel New Life CDC and the Youth Entrepreneurial Network, comprised of not only teachers but administrators and parents that want to establish entrepreneurship education in the public schools,

Mr. James offered me the opportunity to teach portions of the curriculum that dealt with the Business plan and eventually allowed me to teach the Community Economic Development component exclusively. During this Internship/Employment situation,, I became privilege to substantial information on the growing movement to introduce entrepreneurship education within the public school systems throughout the United States.

After a short period of time I felt that it would help my cause to begin disseminating information on this national movement in Gary, Indiana. Several strategic activities resulted from my Internship/Employment situation at Chicago State University, they are as follows:

1. Information was sent to several Gary schools, including Roosevelt High School and Ivy Tech State College about the Entrepreneurship Teachers Training program.
2. I was a guest on a Cable TV Talk Show and on several Radio programs.
3. I wrote a Tenant Opportunity Grant to establish entrepreneurship training for a public housing tenant corporation that is still pending.

4. I began writing articles about youth entrepreneurship education and its benefits.
5. I began producing entrepreneurial boot camp seminars at the Gary Public Library.

INTERMEDIATE EXPECTATIONS - After thinking and rethinking through my project, I began to visualize the public schools as a nucleus and foundation for restoring the village in our inner city neighborhoods. It takes a whole Village to raise a child".

How can this project recreate the village that raised a successful child? The question came to mind - How does this project impact on Community Economic Development? I began to think about establishing a school-based financial institution, after seeing the successful operation of Dixon Elementary School Eagle Bank in Chicago. This bank is operated by children for the first three hours of the school day and the project is receiving technical assistance from Seaway National Bank.

I began to think of the history and vast alumni of Roosevelt High School. It has been in existence since the 20's, it was the only school that African Americans in Gary could attend at one time, its alumni has gone on to do great things throughout this country and the world. I began to think that a school-based financial institution, that would become a learning enterprise for students and be marketed as a way that citizens can contribute to education that can impact community economic development, can become the tool needed to motivate citizens to become proactive change agents.

Discussions with a community-based organization - FAME (First AME Church), was opened to share information on how their effort to establish a community-based credit union could be enhanced if they choose to work with the youth entrepreneurship effort and the Vision of a school-based financial institution. We have also talked with the municipal credit union about the idea of changing their charter and also joining the effort to realize our vision. They have expressed interested because of not having a strong field of membership.

Discussions with Ivy Tech State College (a-two-year institution) has also taken place to establish an articulation agreement between this secondary institution and Roosevelt High School, As a result of this pending agreement, there will be a curriculum developed that will be directly relevant to the school-based credit union venture. This agreement will also be extended to include the acceptance of courses and credits by Purdue University Calumet - a four year institution.

Grants and fundraising strategies have been discussed to obtain the necessary funds needed to accomplish the task at hand. It is my belief that the implementation of the program, which will be preceded by marketing its purpose and benefits, will result in funds being received beyond our wildest imaginations.

1. We will ask residents to give verbal presentations to student participants of their experiences with the program, its benefit on the community and their opinion of how the program has had an effect on the neighborhood.

2. We will ask students to give verbal presentations, to residents that participate, of their business plans, its benefit to the community,, and their opinion of how the program has had an effect on the student body.

The presentations will be utilized as the evaluation instrument This is similar to the portfolio method of evaluation. Guidelines for assessing plans, participation, presentations and performance will be based on the "workplace know-how" five competencies, the three-part foundation of skills and the personal qualities that have been identified by SCANS.

The educational objectives of this proposal will be monitored by the application of a Pre Test exam and a Asset-Based survey.

By working with the Urban Development Consultants and the Entrepreneurial Awareness Program it is intended that the "Village Development Process" can become a national model for achieving inner city development. It is also intended that linkages with relevant experiential programs be established.

For example, we will establish relationships with Howard Gardner of Harvard University to incorporate his concepts of Multiple Intelligence Theory (MI). He defines intelligence as the capacity to solve problems or fashion products which are valued in one or more cultural setting. MI theory proposes that people(use at least seven relatively autonomous intellectual capacities--each with its own distinctive mode of thinking--to approach problems and create products. These include (1)linguistic, (2)musical, d (3)logical-mathematical, (4) spatial, (5) bodily-kinesthetic, (6) interpersonal, and (7) intrapersonal intelligences. (The dominant mode of education stresses linguistic and logical-mathematical intelligences). The advantage of MI approach is that it values:

Range of Abilities Addressed: It maintains the education should seek to develop all seven intelligences and build on the one(s) that are strongest; it should be noted that there is not a single subject or career path that does not have entrepreneurial possibilities.

Learning Environment: It places emphasis on different styles of instruction, on-going/frequent exposure to a rich and varied learning environment (like a children's retail business and entertainment complex), mentoring by (or exposure to) a master practitioner, and on learning in context, particularly through apprenticeships.

Assessment Measures: it requires intelligence fair testing. Each intelligence needs to be assessed directly, in contexts that call it into play. (Traditional standardized machine-scored, multiple-choice assessments appraise student's knowledge through the filter of linguistic and logical mathematical intelligences).

Concept of Learner: It proposes that each person possesses a distinctive combination of intelligences. MI theory emphasizes the highly individualized ways in which people learn. (It calls into question the prevailing policy of educating all students in the same subjects with the same methods and materials).

QUARTERLY REPORTS - At the end of each quarter it is suggested that a quarterly report be submitted to the Superintendent/School Board. CED Task Force members will be asked to write monthly reports (half - 1 page). The quarterly report should be 3-5 pages and should address the following questions:

- a. *where did the project stand at the beginning of the quarter?*
- b. *What activities did you undertake this quarter?*
- c. *What was the outcome of these activities?*
(Both positive and negative outcomes)
- d. *What problems have you encountered?*
- e. *What additional support do you need for the Program?*
- f. *What are our plans for the next quarter?*
(Revision of timetable)

Step 6 - Completion time November 30, 1996

Strategic Issue Identification

The aim of this step is to focus organizational attention on what issues that are truly important to achieve maximum program effectiveness.

The Strategic Planning team should identify issues by collectively deciding on policy questions affecting the program's mandates, mission and values, service level and mix, students/residents, users, cost, financing, management, organizational and curriculum design. The planning team should also prepare a statement of the consequences of failure to address the issues identified.

It is suggested that the goals approach be utilized. This approach will require the team to establish goals and objectives for each issue to be addressed, adopt a fairly broad and deep agreement on them and then develop strategies to achieve those goals and objectives.

Following is a list of possible issues that can be adopted and utilized:

Finance/Revenue Issue

How can the Strategic Planning team achieve financial independence and stability And secure sufficient resources to support the programs/projects necessary for the execution of our mission?

Community Needs and Involvement Issue

How can the team obtain information of and monitor changing community needs, assets, and resources and develop effective responses appropriate to our mission and priorities?

Human Resource Issue

How will we recruit, train, and retrain a sufficient number of people to become proactive and productive advocates for our mission, goals, and objectives?

Organizational/Structural Issue

What organization structure will best serve our mission?

Communications/Visibility Issue

How will we enhance the teams visibility and inform the public of our mission, goals, objectives, and the support we need to carry them out?

STEP 7 - STRATEGY DEVELOPMENT

Planning Phase: September 1996 December 1996

The Strategic Planning team should first identify practical alternatives, dreams, or visions for resolving the identified strategic issues.

Next, the planning team should enumerate the barriers to achieving those alternatives, dreams, or visions, and not focus directly on their achievement.

Once alternatives, dreams, and visions, along with barriers to their realization, are listed, team members should be asked to submit major proposals for achieving the alternatives, dreams, or visions directly, or else indirectly through overcoming the barriers. (Alternatively, the team might solicit major proposals from key organizations, Superintendent, School Board members, various stakeholder groups, or selected individuals).

After major proposals are submitted, two final tasks remain in order to develop effective strategies. Actions that need to be taken over the next two to three years to implement major proposals must be identified. And finally, a detailed work program to implement the actions must be spelled out for the next six months to a year.

An effective strategy must meet several criteria. It must be technically workable, politically acceptable to key stakeholders, and in accord with the organization's philosophy and core values. Further, it should be wholistic, ethical and legal. It must also deal with the strategic issues it was supposed to address.

Step 8 - Realized in three to five years

DESCRIPTION OF THE ORGANIZATION IN THE FUTURE

After each member of the Strategic Planning team has reviewed and agreed upon the future organization's mission, its basic strategies, its performance criteria, some important decision rules, and the efforts expected, members will be asked to formulate a "vision of success". This vision should be short not more than several pages - and inspiring. The vision should be challenging enough to spur action.

Those visions that have been previously discussed have involved the desire to have in place an organization that would ignite an educational reform movement in Gary, Indiana. The organization would focus on individual self-sufficiency, increasing entrepreneurial activity and community economic development participation from students, teachers, parents, residents and businesspersons. In addition, we have discussed Gary Roosevelt High School implementing the pilot project of the Village Development Process. We envisioned the process being replicated throughout the Gary school system.

After the strategic outline was completed, I initially discussed the feasibility of its implementation with two community residents. These two community residents, Helen Comer and Luberta Jenkins, are teachers in the Gary Public Schools and I had identified them as possible members of the proposed members of the proposed CED Task Force.

Both were very surprised to receive the document and even more surprised to see their inclusion in the strategic planning process. Helen Comer, a business teacher, left corporate America to return to teaching, since that time, as she describes her situation, she has been perpetually out of a job as a result of lack of seniority, however, she continues to be retained by the school system before the public school season actually starts. Ms. Comer is identified as a "mover an shaker", by those of us who know proactive educators when we see one. She has been frustrated in her attempts to introduce and implement creative educational programs. She feels that she may move on to better circumstances.

After reading the strategic planning outline, she saw it requiring additional work over an above her current proactive efforts. She asked that she not be included on the team. She expressed her support. She also expressed her reservations on advocating an opposing view to school closings, that was contained in the initial draft, however, after rereading the alternative action written in the plan, she again expressed her full support.

Luberta Jenkins is the Director of the Tech Prep (School to Work) program. Her attendance at the Chicago State Teachers Training was a key milestone toward realizing my project, She was fully supportive of the strategic plan, and was willing to take a leading role in its implementation. She saw her role, as important and necessary to recruiting additional teachers into the CSU program. We talked in length about my creative ideas of implementing the program throughout the public school system. She understood that our efforts would have to be strategic and well planned. She agreed that community support would be necessary to ensure success. And most importantly she beamed at the prospect of this school-based initiative having community economic development relevance.

Ms. Jenkins and I had further dialogue on developing workshops and training in Indiana for Entrepreneurship Education/Community Economic Development Education and the possibility of luring me back to Indiana North a position to coordinate School to Work programs.

Ms. Dorothy Coleman, Asst. Principal for Roosevelt High School was given the new draft of the Strategic Plan. Ms. Coleman and the Principal, Mr. William Reese, have not to this date given me their response to the strategic plan.