A
M.A.P
For Alabama's At-Risk Youth

Group Seven: Sumona Gupta, Marian Bolin, Elizabeth LaPaugh, Dante Whittaker, Joseph Ballard, and Anna Shelby.

Community Partner(s): Ms. Cathy Wood, Ms. Jill Beck, Ms., Vicki Holt, and Mr. Stan Holland.

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Project Description

Our proposed project, titled Blackburn "M.A.P" (Mentoring & Academic Program), will forge a partnership between the students at the Tuscaloosa Juvenile Detention Center and volunteers from the Blackburn Institute. In this partnership, volunteers will visit JDC students to serve as mentors and aid with classwork as needed.

Mentoring projects with at-risk youth have been proven to reduce recidivism rates and improve learning outcomes. According to a 2011 report from David Dubois, et al., they are most successful when mentors and students work together to complete goal-oriented tasks, such as schoolwork. Through completing these tasks, a positive relationship of mutual trust and empathy forms, leading to development in three key growth areas, social-emotional, cognitive, and identity. Developments in these areas work in conjunction, eventually allowing youths to interact in more positive ways with their peers and environment. Refer to Figure 1 below for a model of this process.
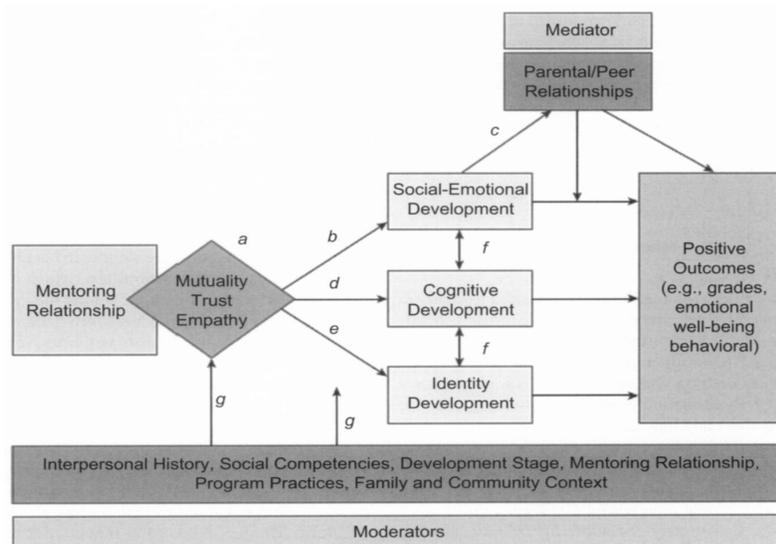

Fig.1. *Model of Youth Mentoring* (from Dubois et al., 2011)

A project such as this one would replicate effective outcomes from similar mentoring programs for juveniles in detention. To do this, we would build a multi-semester program focused on building valuable mentor-mentee relationships, not only improving their academic outcomes, but their social development. We will focus on continual improvement, using feedback from volunteers and JDC members to inform our project's future.

Our group's focus areas, law and human rights, are addressed in this project. Incarcerated youth, rather than being rehabilitated, are often forced into a system that will see them disadvantaged and disenfranchised. In researching our project, we have come across people who are working to change this system. They are looking for solutions that rehabilitate students, giving them not only support, but guidance. Our project looks to play a part in the efforts being made to help JDC students find future success. With it comes a lasting positive impact and a changed Alabama.

Background

Introduction

Illiteracy prevents thousands of Alabamians from achieving moderate educational attainment during their school-age years. It also inhibits students from flourishing in communication, problem-solving, and conflict resolution, which helps them adjust to basic life skills that individuals carry with them for a lifetime. Even excelling in standard subjects such as math, English, science, and history is impeded by an inability to perform basic reading and writing skills. Beyond the effects of illiteracy on individuals, the broader ramifications seep into important economic industries such as the service sector and small businesses who become apprehensive to invest and expand in communities, cities, and regions that lack the ideal educational requirements for its employees. Overall, the effects of illiteracy do not only negatively affect the individual, but it hinders the surrounding community's progression. This project proposal will map out the effects illiteracy has had on Tuscaloosa County, Alabama and why our group proposes intervening at an earlier age to help stem illiteracy lasting consequences.

Statistical and Historical Background

Tuscaloosa County is similar to other West Alabama counties in that its poverty rate remains above the national average, while the median household income falls below the national average. Both median household income and poverty rates are two of the leading indicators that are used to pinpoint the healthiness of particular cities or counties. According to the *Tuscaloosa News*, about twenty percent of Tuscaloosa's County residents live below the poverty line, which is about seven to eight percent higher than the typical averages for a county.[1] Moreover, the median household income—according to the United States Census Bureau—is roughly eight thousand dollars lower than the national median income of fifty-five thousand dollars.[2] This significantly disadvantages Tuscaloosa County in other areas such as health and wellness, business, politics, and education by being both higher than the poverty line and below the median household income. This project proposal, therefore, will detail simple facts about the educational attainment of Tuscaloosa County residents.

Historically, Tuscaloosa County and City public schools have been marred by intense conflicts over segregation. Even as late as 2017, news organizations have reported that Tuscaloosa City Schools remained some of the most segregated public schools in the country.[3] An even longer history reveals structural and systemic issues that still harm much of the educational achievement in the county. However, this proposal is concerned with looking at current trends and statistics that will help tease out and create a basic informational background for Tuscaloosa County. Based on national averages, Tuscaloosa County and City public schools

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fared about average and were greatly assisted by the presence of the University of Alabama. According to statistics from the United States Department of Education, Tuscaloosa public schools mirrored the national average in high school dropout rates, residents with a high school diploma, residents with a bachelor degree or higher, and percentage of school-age children enrolled in public schools.[4] Based on these statistics, it is difficult to see the connection between economics and education from a bird's eye view. But a clearer picture forms when we delve deeper into the statistics.

As mentioned earlier, segregationist policies have always hampered the public school system in Tuscaloosa County and City schools and when the statistics are viewed from both a racial and public/private divide, we can clearly see its effect. For instance, in Tuscaloosa County, only about forty percent of its white residents have either a high school diploma or some high school, while more than fifty-five percent of its black population has the same. Even considering post-secondary education attainment, the divide is still persistent. In Tuscaloosa County, about sixty-one percent of the white population has an associate's degree or higher, while only forty-nine percent of the black population has the same achievement.[5] Of course, being adjacent to a flagship university has positively affected black residents because only thirty-six percent of the national black population has an associate degree or higher.[6] But the purpose of detailing the racial divide is to show the incongruence between two populations in the same county. From here, we can better access the overall state of the public school system, as well as private schooling.

In 2017, both the Tuscaloosa County and City school system received a passing grade from the Alabama Department of Education, but the city and county administrators were not applauding the grades. Both the county and city public schools received "C+" grades, with city schools getting a seventy-nine and county schools receiving a seventy-eight. Superintendents and administrators released statements that planned for "an aggressive plan that puts resources of the district to our most urgent needs", some even questioned the accuracy of the report by pointing to programs and improvements that the report missed or failed to consider.[7] Within the grades, however, race weighed heavily on the results. Nearly every school that received an individual grade of "D+" or lower was a majority black school, while many of the majority white schools ranged from low "C's" to "A's." Unsurprisingly, there was very little scattering with only a few majority black schools scoring a "C-." Therefore, when assessing the Tuscaloosa County and City public schools with more detailed data, the overall grade did not represent the actual state of the school system.

The state of Tuscaloosa County and City schools is just as tenuous as its current economic environment and history; this includes the public/private divide in Tuscaloosa. In the city of Tuscaloosa, enrollment in private schools is higher than the national average and the

Birmingham-Hoover area with roughly thirteen percent of its residents enrolled in private schools. In comparison, enrollment in private schools is only five percent.[8] On the surface, private schooling does not appear to be consequential to the state of Tuscaloosa public schools, but layered on top of the other divides it exacerbates the situation. Given that all of the Tuscaloosa's private schools charge tuition, many of the residents already living in higher impoverished conditions than the national norm, the financial requirements work to heighten the barriers. Of course, private schools are private for a reason and only make up a small portion of the larger school system, but having adequate data allows our proposal to tailor our actions to serve Tuscaloosa's expanding community at-large.

Illiteracy in Tuscaloosa County

        With a better background of education in Tuscaloosa County, we can move to detail some of the outcomes of being a moderately high-impoverished county with a fragmented educational system. Based on two reports issued by the United States Department of Education and the University of North Carolina, illiteracy has a strong correlation to high impoverished, low educational attainment regions.[9] This correlation is of no surprise and has been consistently reproduced in many educational reports that focus on underachievement and poverty. Thus, we can ascertain that Tuscaloosa County has both the education and economic conditions to foster illiteracy. Thanks to current and past reporting by the Literacy Council of West Alabama, a comprehensive accounting of literacy rates in Tuscaloosa County is possible.

        Founded in 2008, the Literacy Council of West Alabama stated mission is to "provide services and information to improve the lives of children, adults, families, and communities in West Alabama."[10] Assured in their mission, the council moved to cover nine West Alabama counties, including Tuscaloosa County, to educate the population about illiteracy and its effects. In addition, the council has worked with city and county governments, other educational organizations, and legislators to develop promising policies to address illiteracy in the region. In Tuscaloosa County, the council reported that nearly a quarter of the county's population is functionally illiterate meaning that late teens and adults are able to function as an average adult while having an inability to process and perform basic skills such as reading, writing, and math at a grade school level. The counties surrounding Tuscaloosa County fared even worse, with more than forty percent of its population being functionally illiterate.[11] In comparison, more than fifteen percent of Alabama's population is illiterate, which places Tuscaloosa County above the state average. Tuscaloosa County, similar to other West Alabama counties, is not unique in dealing with higher rates of illiteracy, but with a higher sustained rate of illiteracy, the effects impede broader sections of communities such as business and economy, while intensifying rates of incarceration.
        According to the Literacy Council of West Alabama, more than three-quarters of

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Alabama's businesses reported: "many applicants for job openings do not have basic reading, writing, and math skills" to perform common tasks needed for employment.[12] And while there is not current data specifically for Tuscaloosa County, we can deduce small businesses in the county suffer from similar issues. A lack of basic qualification negatively affects the county in two ways. First, if businesses cannot find qualified candidates, it deters their ability to expand and invest and makes prospective businesses hesitant to move into that region. Second, if a large portion of a county's population finds it difficult to maintain steady employment due to an inability to perform basic skills, it leads to transient employment or worse—perpetual unemployment. Currently, the unemployment rate for Tuscaloosa County is one percent higher than the national and state average.[13]

Additionally, the Literacy Council reports that seventy percent of Alabama's incarcerated population was functionally illiterate and that juveniles placed in detention centers had high rates of illiteracy as well.[14] These outcomes do not serve Tuscaloosa County well, thus proposing actions to promote illiteracy awareness, reading, and writing in Tuscaloosa County is imperative to our proposal. We hope to address illiteracy in the Tuscaloosa Juvenile Detention Center through aiding with reading and writing coursework as needed. With increased literacy rates also comes a better change at rehabilitation, which should be the ultimate goal of any juvenile detention center.

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Partners

A project like ours requires community partnerships not only for its implementation but also for its sustainability. Our group's main objective in the selection of a partner is to establish a connection with an individual or organization that understands both the juvenile detention process and the curriculum used to promote positive rehabilitation while youths are incarcerated.

Given this, our group has chosen to work with **Mr. Stan Holland** of the Ready to Work Program, **Ms. Cathy Wood**, the director of the Juvenile Detention Center, **Ms. Jill Beck** of the University of Alabama's Youth Services Institute, and **Ms. Vicki Holt** of the University of Alabama Honors College.

Before establishing our relationship with Mr. Holland, members of our group were fortunate enough to listen to him speak to us regarding his experience in a prison-based education program during the Blackburn Symposium. Following our research into this program, Ready to Wore, we reached out to Mr. Holland to discuss the areas in which felt we could make the largest impact at the Tuscaloosa Juvenile Detention Center. In doing so, our group received an established curriculum for literacy and development, advice on how to increase the overall longevity of our project, and connections within the juvenile detention center.

Next, through our contact with Ms. Wood, the director of the Juvenile Detention Center, our group began to hash out the potential logistics of getting University of Alabama students inside of the Juvenile Detention Center and the curriculum that she and the JDC staff best believe will establish the largest impact. Ms. Wood told us that a mentoring program would be invaluable to JDC students along with the tutoring program we initially proposed.

Our meeting with Ms. Wood, director of the University of Alabama's Youth Services Institute, further informed us of impact working with incarcerated youth can have. The Youth Services Institute, which is housed within the University's School of Social Work, works on developing evidence-based practices for reducing recidivism rates in detention centers across the state. Ms. Beck's insight into developing such a program was therefore very informative. She also expressed interest in creating a partnership (should our project be chosen) in order to sustain it.

Finally, Ms. Holt of the University of Alabama Honors College also spoke to us about creating a partnership for the longevity of the project. Upper-level honors classes, which often include a service-learning component, could possibly house the project in the future.

Implementation Plan

Implementation of a long-term, sustained project like this could seem daunting. However. careful planning and support from those involved with the Tuscaloosa JDC will ensure its success. Programs like the one we hope to establish are not uncommon and have seen success in many areas of the country. One such program, described in a 2010 report by Katherine Waller, David Houchins, and Patsy Nomvete, was used to outline the major steps needed to implement a mentoring program for incarcerated youth. Their guidelines will be useful in the beginning stages of our implementation, though we could change or add steps as needed.

Project Leadership

The first step in the implementation of our program involves the selection of our program coordinators. Because our project focuses on at-risk and vulnerable youth, it is of the utmost importance that those in charge of it are thoroughly aware of the needs of the students in the JDC. The principal project coordinators will be comprised of all of the students in our group - Sumona, Marian, Joe, Elizabeth, Dante, and Anna - as well as a group of mentors including the Tuscaloosa JDC's director Ms. Cathy Wood, the Director of UA's Youth Services Institute Ms, Jill Beck, UA's Honors College Community Outreach Director Ms. Vicki Holt, and Ready To Work Director Stan Holland. The report from Waller et al. recommends establishing an advisory committee to "guide the development and evaluation of the mentoring program," so our mentors were chosen because they are leaders that work closely with the youth of Tuscaloosa and very specifically, the group we wish to make an impact within. Therefore, they will serve as the guide for our program, ensuring that we make decisions and implement practices that will cause the greatest positive effect for those students within the detention center.

After the members of these groups are selected, we would begin outlining our major goals for the program. This would include guidelines for any curriculum we may use as well as the goals we hope for the students at the JDC to achieve. According to our community contacts, high-quality education is a need that is not often met in juvenile detention centers. Ms. Beck said that Alabama youth will often enter detention facilities two or more years behind their peers in academic skill level. Education is also critical in lowering recidivism rates and promoting future success. If we were to establish a tutoring-based mentorship program to help students academically, we could work with the committee to define specific goals to best meet the needs of the students. We would also work out the number of time mentees would spend at the center, transportation needs, supplies, and other specifics.

Apart from general educational help, we would also review all other aspects of the needs

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of the students. Per the Director, Ms. Wood, many of these students lack positive relationships with friends or family outside of the Center. It is a goal of ours to create and very rounded sense of well-being for the students by becoming not just tutors for them, but mentors as well. To do such, we plan to create healthy and positive relationships with the students via participating in activities with them including sports, games, and arts and crafts. It was pointed out to us by Ready To Work Director Stan Holland that love is what constitutes a sense of well-being, and it is something that so many of these students lack both in and out of the JDC. While education is an important goal of ours, creating that sense of well-being is our main concern and primary goals.

Once every goal is outlined and approved by the JDC the recruitment of additional mentors and coordinators may begin. The first group of mentors will likely be comprised of Blackburn students interested in the project, but will be open to anyone who wishes to be involved. Mentors should be screened and background checks must be administered before they can work in the JDC. Additionally, all potential mentors must be committed to the program, as a failure to consistently visit mentees could cause emotional harm. We have looked to the Working on Womanhood program (run by the Youth Services Institute) for the protocol for screening applicants as it is currently used by a program similar to ours and has shown effectiveness for them.

As this is a Blackburn project, we also hope to involve many members of our Blackburn class. However, due to the nature of our project, it would be difficult for all members to travel to the JDC and work as mentors. Therefore, those students who would not be able to be mentors could also be project coordinators. Working with principal coordinators, they could meet to help with the development of curriculum, logistical planning, volunteer training, or with sustainability efforts.

To train mentors, coordinators and committee members would ideally create a guide for them, detailing the needs of the students at the JDC, activities they will be conducting, and guidelines they should follow. This guide will include all the material we intend to work with the students on, including general literacy skills, emotional intelligence guides, and many other materials used by Stan Holland in his Ready To Work curriculum. Specifics on volunteer training can be found in *Mentor Rules and Training* below. Mentors will also receive information about safety protocols of the JDC, detailing what can and cannot be brought in, what must be worn, and how to handle any situations that may arise (See *Risk Management*).

Ideally, mentors would visit the JDC once per week for 1-2 hours for the initial duration of our program. During this time, they would be working on classwork, doing curriculum activities, or engaging with students in a positive way. At the detention center, one or more

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coordinators along with JDC staff will monitor mentors. Their attendance should be recorded by the coordinators as well.

To gauge the effectiveness of the program, mentors should easily be able to contact coordinators to provide feedback. This could also be done with written surveys or polls. Should the project prove to be a success, we could look at that feedback to inform its future.

Risk Management

As our project would take place in a correctional facility, there are some risks that must be accounted for. However, if all rules are followed, there is little chance any risks would come to pass. The benefits of our program, should it be selected, would be a direct, lasting impact on all involved, students and mentors. Though risk management is a larger component of our project than most others, the impact it has could be much deeper.

In interviews with Cathy Wood, director of the Tuscaloosa JDC, we have discussed what items can and cannot be taken into the facility for physical safety. This would include backpacks, cell phones, writing utensils, or food of any kind. All visitors will be required to pass through a metal detector and wear a name badge at all times. Supervision is not to be a concern, however, as JDC staff and security will always be present while volunteers work with students.

Emotional risk must also be accounted for. Because students at the JDC would be relatively close in age to volunteers (3-5 years apart), they may feel closer to them and may want to share privileged information. This information, like the nature of their offense, personal problems, or their family situation must remain private, and should not be divulged unless a volunteer feels it necessary to do so. Volunteers must also refrain from sharing personal information, and should never contact students outside of their supervised visitation time (unless approved by JDC staff). If volunteers have any questions regarding the sharing of information, they may always speak with project coordinators or JDC staff.

Risk management methods for working with juveniles in detention facilities is outlined in the application for a program conducted by the University of Alabama's Youth Services Institute. We have looked to this program, called WOW (Working on Womanhood), to further detail any risks we may need to account for. These include appropriate role relations, PREA guidelines, attendance, and background check requirements.

In order to maintain appropriate role relations, volunteers and students must understand confidentiality requirements. Also, volunteers are never to leave the premises of the JDC with a

student and will be required to remain with JDC staff whenever they speak to a student.

The PREA (Prison Rape Elimination Act) was federally enacted in 2003 to prevent, reduce, and eliminate sexual misconduct in all detention facilities. Volunteers must comply with the PREA and any guidelines or procedures it outlines as they work in the JDC.

Attendance is critical in maintaining the effectiveness of any mentoring program. If volunteers cannot consistently visit the JDC, students may suffer emotionally. If volunteers cannot visit on a certain day, they must notify a coordinator or JDC staff beforehand.

Finally, to work in any capacity with juveniles, a background check is required. The university also requires volunteers that work with children to complete an online course. The funds required for background checks are accounted for in our proposed budget, though if our project is selected, we can meet with university representatives to discuss their cost in detail.

In conversations with Ms. Wood, she said that the JDC has taken part in a Blackburn Institute project in the past, and are very willing to do so again. Although there may be some age requirements to partake in mentoring programs, she said they would make exceptions for a thoroughly planned and vetted project like ours. Though there are risks that must be accounted for in a project that takes place in a detention facility, those risks would be mitigated with our careful oversight.

Mentor Rules and Training

Training mentors to effectively tutor or mentor students in the JDC is among the most important parts of our project. Well-trained and motivated mentors would achieve the project's goals, bringing invaluable support and success to the students at the JDC.

The initial mentors for the March-May 2019 period would be chosen from the Blackburn class of 2018. As the project progresses into the next semester and we form partnerships with the Honors College, the Youth Services Institute, or another group, we could draw volunteers from a larger pool of applicants. Project coordinators, made up of our group and any interested Blackburn students, would look through mentor applications and speak with applicants.

All volunteers must abide by the rules outlined in the risk management section of this proposal. This means they must take a background check, be sure that they will have consistent attendance, and be aware of any confidentiality guidelines. These rules will be reiterated on the January 27 meeting. They will also be disseminated through volunteer information packets that the project coordinators will assemble.

If necessary, the coordinators will arrange a meeting for volunteers before they visit the JDC to discuss details of the program or address any concerns they may have. Additional guidelines they may need to follow (such as clothing requirements) would also be discussed.

We understand that there is only a short window between the project's implementation and the end of the semester. However, we would use this period to the fullest, using it as a pilot period for the project's long-term implementation. Volunteers would begin building the university's and the Blackburn Institute's relationships with the JDC, which could open the way to further collaboration. After volunteers complete their first semester with the program, they would provide valuable input to project coordinators through feedback sheets. This would help provide the information needed to ensure the project's longevity and effectiveness.

Sustainability and Future Direction

Mentoring projects, especially those with at-risk youth, are most effective when volunteers and students maintain long-term connections (Dubois, et al. 62). Therefore, in order to fully realize the goal of our project, to bring success to students in the JDC, we must continue our project to the next year and beyond.

In our preliminary meetings with community partners, we discussed partnerships that would allow for the project's longevity. One such partnership was with the Youth Services Institute. The YSI, which is housed within the University of Alabama's School of Social Work, oversees research, program development, and implementation for multiple projects that impact adjudicated youth in Alabama. Jill Beck, the YSI's director, expressed that she would be willing to work with the Blackburn Institute in the implementation of our proposed project and in forging a partnership for the project's continuity.

Another potential partnership would be with the University of Alabama's Honors College. Vicki Holt, the Honors College Coordinator of Educational Outreach, was also willing to discuss partnerships should the project come to fruition. The Honors College has several classes with a required volunteering or service learning component. The program could be implemented as part of an upper-level service learning class or as a program within the Honors College. This would allow for a larger pool of volunteers who are committed to attendance requirements.

As most group members (who will serve as the program's coordinators) are at junior or senior standing, we will not be able to continue leading the program indefinitely. It is our hope

that through partnerships, we would be able to continue the project for as long as possible to provide the greatest benefit to the students within the JDC.

Budget Narrative

Note: Please see the attached spreadsheet for a specific outline of expenses.

      The budget consists of school supplies, reading materials, and other items for enrichment. Our focus is literacy and educational attainment, so we plan on creating and printing our own work booklet to use with the students. The booklet will consist of self-created curriculum and existing resources. We are unclear with copyright issues for using other materials in the booklet, but plan on contacting the respective authors to avoid having to pay royalties.

      We plan on purchasing inexpensive books to read with the students from the library or a used bookstore, or asking for donations. If we are allowed to bring them, we might also purchase card games, sport game materials, chess, and art materials. With the majority of schoolwork focused on the left brain, analytical activity, we wish to incorporate some right brain thinking, encouraging creativity and innovation in our students. Art can inspire emotion, critical thinking abilities, and can help enable students to better express themselves.

      If art materials are not allowed into the center, we plan on using activities printed in our curriculum booklets or aiding students with schoolwork. Mentoring can be carried out in a variety of ways, and is not limited to a specific set of activities.

      We are also using the funding to purchase drinks and snacks for the volunteers.

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Timeline

This timeline will serve as a guide for each step we will take in the implementation process. It begins on November 12, the day after the winning project is announced, and ends in early- to mid-March when the project is started. Steps may be added or amended as needed during project implementation.

Because this project will ideally continue to the next semester and beyond, we will later expand this timeline. It would include the steps needed to sustain the project and to implement any changes needed after receiving feedback from the initial March-May cycle.

November 12-30, 2018
- Notify community partners and contacts that the project will go forward
    - Ask them to be a part of the advisory committee
- Meet with JDC director (Cathy Wood) to further discuss program guidelines, what should be included in the volunteer packet, and risk management
- Meet with Youth Services Institute Director (Jill Beck) and Honors College contact (Vicki Holt) to discuss partnerships for sustainability
- Gauge Blackburn Class' involvement availability (poll)

December 2018
- Implementation Specialists (Marian Bolin and Sumona Gupta) will meet to discuss progress
- The entire group will begin drawing up volunteer packet materials
    - Communication will continue through email or GroupMe

January 9-26, 2019
- Group will meet once to discuss volunteer packet progress
    - Speak with UA or Blackburn to discuss liability/insurance forms
- Group will ask those who would like to be project coordinators to meet and discuss curriculum
- Community Partnership Specialists (Joe Ballard and Anna Shelby) will plan meetings with the advisory committee or JDC members as needed
    - If possible, Implementation Specialists will meet with JDC students to discuss their needs
- Budget Specialist (Elizabeth LaPaugh) will begin finalizing the budget allocation
- **January 26:** Finalize volunteer folders and determine a date for application submission

(early February)

January 27, 2019
- Present project plan and volunteer folders to Blackburn class
  - Inform them of volunteer duties (as either coordinators or mentors), discuss training and application due date

January 28 - February 28, 2019
- **Early February:** Begin reviewing applications and meet with volunteers as needed
- Speak to JDC Director and Staff about volunteer guidelines or transportation if needed
- Meet with UA or Blackburn to discuss liability forms

March 1-8, 2019
- Review applications
- Speak to the advisory committee or JDC as needed for final input

March 11 - April 15, 2019
- **Begin program**
- Meet with Youth Services Institute or Honors College Directors again to discuss partnerships for coming semester

April 26 - August 21, 2019
- Volunteers complete feedback forms and give suggestions for next semester
  - Project coordinators read feedback, work to implement changes
- Project coordinators contact committee members or community partners as needed

August 22-29, 2019
- Project coordinators will meet to discuss changes and partnerships with The Blackburn Institute or advisory committee members

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DANIEL COMMUNITY
SCHOLARS PROGRAM

THE UNIVERSITY OF | Division of
ALABAMA | Student Life
Blackburn Institute

18, M.A.P.

	Quantity	per Unit	Total	Running Total	Notes / Details
Group Number:				7	
Project Name:				A M.A.P. for Alabama's At-Risk Youth	
	Quantity	**per Unit**	**Total**	**Running Total**	**Notes / Details**
Revenue:					
Daniel Foundation Funds	1	$5,000	$ 5,000.00	$ 5,000.00	
TOTAL REVENUE				$ 5,000.00	
	Quantity	**per Unit**	**Total**	**Running Total**	**Notes / Details**
Expenses:					
Workbooklet (copy for mentors & students)	70	$ 27.00	$ 1,890.00	$ 1,890.00	for coil binding & front/back covers. ESTIMATE 50
Basketball	5	$ 610.00	$ 3,050.00	$ 4,940.00	facilities
Chess Board	2	$ 10.99	$ 21.98	$ 4,961.98	skills in students
Checkers Board	2	$4.79	$ 9.58	$ 4,971.56	facilities
Sketch pad	25	$ 4.12	$ 103.00	$ 5,074.56	creativity & be almost therapeutic ; estimating 25 in
Sketch pencil set	25	$ 4.97	$ 124.25	$ 5,198.81	See sketch pad descrpition
Volleyball	2	$ 5.97	$ 11.94	$ 5,210.75	facilities
Copyright?	1	$ 200.00	$ 200.00	$ 5,410.75	materials in our workbook--some tests/exercises may
Frito-LayFlavor Mix (50 count)	15	$ 12.44	$ 186.60	$ 5,597.35	students in facilities & for volunteers
Gatorade Berry Variety Pack (12 oz., 28 pk.)	10	$ 12.98	$ 129.80	$ 5,727.15	students in facilities & for volunteers
Member's Mark Purified Water (8 oz. bottle, 80 pk.)	5	$ 7.88	$ 39.40	$ 5,766.55	students in facilities & for volunteers
Books for teens/classics/fiction/nonfiction	50	$10.60	$ 530.00	$ 6,296.55	or get from library for much less
Crayola® Air-Dry Clay, 25 lb. Box, White	2	$ 32.83	$ 65.66	$ 6,362.21	student to make something & be able to hold it in
Sharp EL233SB Pocket Calculator, 8-Digit LCD	25	$ 2.69	$ 67.25	$ 6,429.46	Gift for students in the program
mm), 40-Pack	2	$ 9.98	$ 19.96	$ 6,449.42	Gift for students in program
Assorted Fluorescent Colors, 24/Pack	3	$ 6.98	$ 20.94	$ 6,470.36	Gift for students in program
Westcott See Through Acrylic Ruler, 12", Clear	25	$ 1.73	$ 43.25	$ 6,513.61	Gift for students in program
Pentel Hi-Polymer Block Eraser, White, 3-Count	9	$ 0.98	$ 8.82	$ 6,522.43	Gift for students in program
Fiskars Compass and Protractor Set	25	$ 2.97	$ 74.25	$ 6,596.68	Gift for students in program
0.8mm, Dozen	5	$ 2.75	$ 13.75	$ 6,610.43	Gift for students in program
Bicycle Standard Playing Cards	3	$ 2.87	$ 8.61	$ 6,619.04	facilities
TOTAL EXPENSES				$ 6,619.04	
DIFFERENCE				$ (1,619.04)	**Budget Deficit**