

Councilmember Marion Barry

Emerging Leaders of Ward 8

Persavere An Empowerment Program Proposal

Donna Watts-Brighthaupt

Learn Empathy

Challenge Yourself

1st draft

~~Submittal~~

Spring 2009

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Introduction

2006 data on the civic involvement of adults in Washington, DC's Ward 8, including, sources of information, community and political participation, and attitudes toward government and democratic principles inspired Councilmember Marion Barry to launch a campaign on leadership enlightenment, empowerment and mentorship. Below are the findings of a 2007 survey sample served as a catalyst for this proposal aimed to address the fundamentals of low civic participation and low production of emerging leaders reared from Ward 8 residents.

If you don't know – You won't grow!

Sources of Information

As part of a random study on civic participation and political awareness, Ward 8 adults were asked about regular reading activity- that is- reading a newspaper at least once a week, reading magazines on a regular basis, or reading books within the last year. They also reported on their sources of national news.

- Highest level of education is associated with reading activity. Adults who did not complete a high school program are less likely to read a newspaper at least once a week (71 percent) than those with a high school diploma (58 percent), some college (22 percent), or a bachelor's degree or higher (4 percent). The same pattern exists for reading at least one magazine on a regular basis.
- The percentage of adults who reported having read any books in the previous year increased significantly with each level of education. Percentages ranged from 28 percent of adults with less than a high school diploma to 74 percent of adults with a bachelor's degree or above.
- Ward 8 adults are more likely to receive news about national issues on a daily basis from television or radio than from a newspaper or news magazine. Nineteen percent stated they read the national news in a newspaper or news magazine almost every day, while 73 percent said they watched the national news on television or listened to the national news on radio almost every day.
- The percentage of adults who read the national news in a newspaper or news magazine almost daily increased with each age category, from those 18 to 24, to people 25 to 39, to those 40 to 54, to adults 55 or older. The Ward's younger and middle-aged adults, those 18 to 24, 25 to 39, and 40 to 54, also were less likely to report that they watched the national news on television or listened on the radio than were older Ward 8 residents.
- A lower percentage of Ward 8 adults who were parents with children 18 years old or younger living in the household (65 percent) reported reading about the national news in a newspaper or news magazine on a daily basis compared with those adults who had no children in that age range living with them (31 percent).

Knowing where to go for what is needed saves time, money & a neglected community

Knowledge of Government

Questions about government were included in the survey. Each Ward 8 respondent was randomly selected to receive one set of questions.

- On a five-item index of knowledge about government, about half of the young adult respondents (55 percent) answered three or more questions correctly.

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- A greater percentage of homeowners (18 percent) than non-homeowners (72 percent) and a greater percentage of people who were educated in high schools outside of Ward 8 public school system scored 52 percent or better on the knowledge index).
- An adult's highest level of education was also related to his or her score on the knowledge index. Thirty-Eight percent of adults with less than a high school education, 51 percent of those with a high school diploma or equivalent, 59 percent of adults with some college, and 83 percent of those with a bachelor's degree or above answered at least three questions correctly.

A valued and involved member of the community- Gains credibility

Community Participation

Indicators of community participation included membership in an organization, holding an office or position within the organization, attending religious services on a regular basis, and participating in community service.

- Fifty-one percent of Ward 8 adults belong to a community or professional organization, 67 percent attend religious services once a month or more, and eighteen percent participate in ongoing community service.
- Younger adults, those 18 to 39 years old, are less likely to belong to an organization or attend religious services regularly than are their elders, but they are just as likely to do community service on a regular basis.
- More highly educated adults are more likely to participate in community service than those less educated. Approximately half of those with a bachelor's degree or above versus about 23 percent of adults with some college reported that they do community service work, and both of these groups are more likely than adults with a high school diploma or less to participate in that type of activity.
- Ward 8 adults who report that they read about or watch or listen to the national news nearly every day are more likely than adults who neither read about nor watch or listen to the national news on a daily basis to participate in more ways in their communities by belonging to an organization, attending religious services once a month or more, or doing community service.

The squeaky wheel gets the grease

Political Participation and Attitudes

Voting and parallel types of political participation were measured, as well as skills related to civic participation. In addition, adults were asked their opinion about statements related to political efficacy and democratic values.

- Forty-seven percent of participants believe that politics and government are too complicated to understand, and 62 percent perceive that their own families have no say in what the government does.
- Most Ward 8 participants believe that they possess some skills that are useful for participating in political life. Sixty-two percent stated that they could write a letter to a government official that clearly states their opinion, and 65 percent reported that they could make a comment or statement at a public meeting.

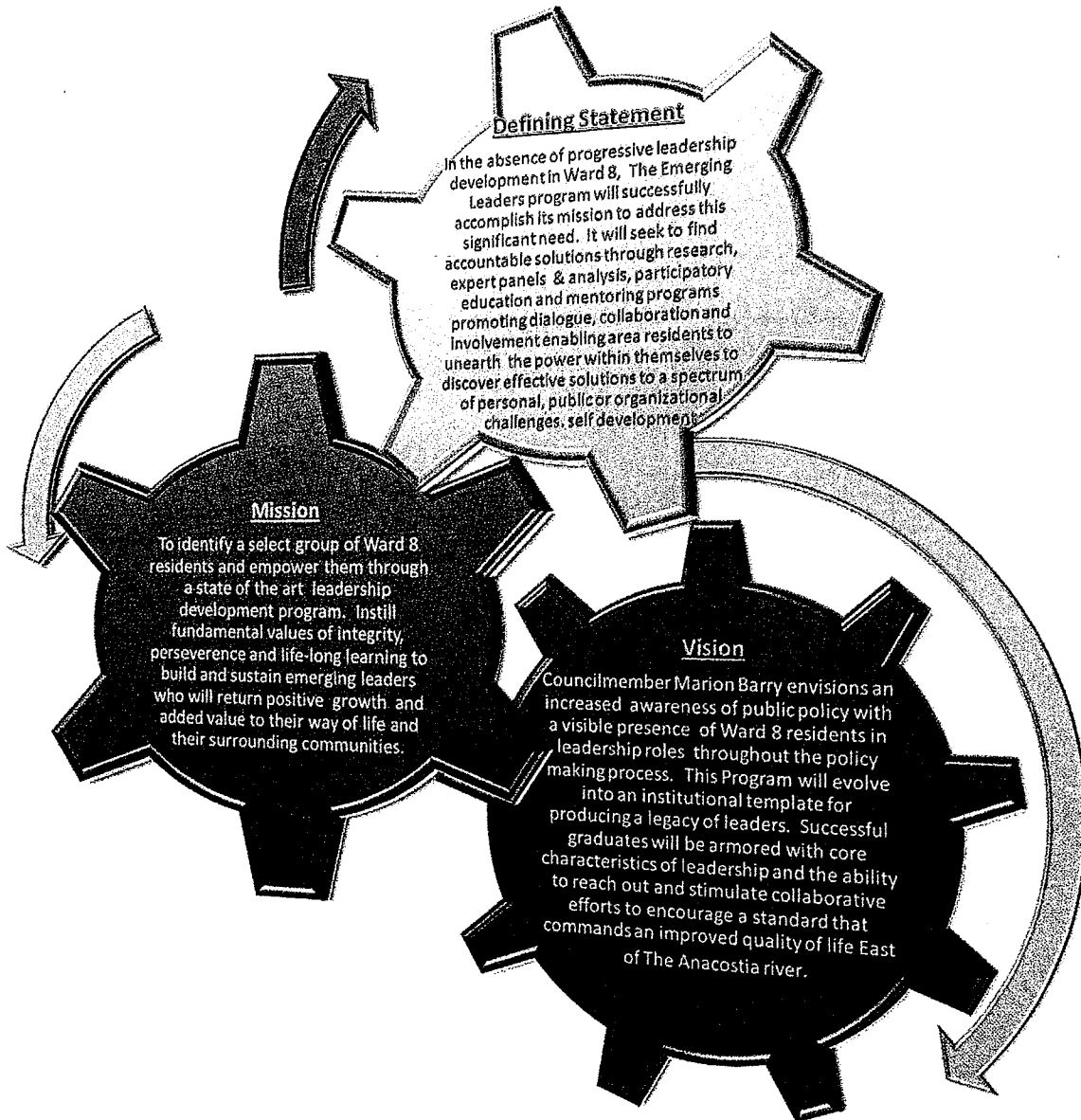
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Synopsis



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Emerging Leaders of Ward 8
(Suggested)
Venues

Administrative Offices

The Salvation Army *development site - new construction*
MLK Jr. Ave. and Morris Rd. S.E.
Rent: \$25 - \$30 sq. ft. NNN*
Contact: Shawna Jones, 202-585-1142

Anacostia Gateway
1800 Martin Luther King, Jr. Ave, SE

Maritime Plaza, Phase II
1220 12th Street, SE

Research/details to follow:

Facilities for effective and engaging hands-on learning

The Salvation Army *development site - new construction*
MLK Jr. Ave. and Morris Rd. S.E.
Rent: \$25 - \$30 sq. ft. NNN*
Contact: Shawna Jones, 202-585-1142

United Planning Organization
1649 Good Hope Road, SE
Washington, DC 20020
Tel: (202) 610-0466 Fax: (202) 610-3110 Web: www.upo.org

ARCH
Duane Gautier
1227 Good Hope Road, SE
Washington, DC 20020
Tel: (202) 889-5000 Fax: (202) 889-5035 Web: www.archdc.org

Thurgood Marshall Academy
2427 Martin Luther King, Jr. Avenue, SE
Washington, DC 20020
Tel: (202) 563-6862 | Fax: (202) 563-6946

Union Temple

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[Proposed curriculum. Suggested instructors, presenters or lecturers submitted upon approval to module]

Monthly Modules include:

Orientation

Introduce each participant - Have each give full name and the meaning of their names; why they chose to commit their time to the program and what do they envision taking away from the program

<u>Dates</u>	<u>Module/Course Title</u>
	Leadership for Effective Change/The Servant Leader
	Chronological History of Washington, DC
	History of Ward 8 Neighborhoods
	How the District of Columbia Government Works
	Meet Ward 8! Councilmember, ANC's, Church Leaders, non-profit Directors, police commanders, outreach coords, ect.
	Managing Community Projects
	Planning and Running Small and Large Meetings
	Community Organizing: The Power of People and Data
	Public Speaking and Presenting for Impact
	Negotiating for Community Benefits
	Public Safety in the District/Ward 8
	Education: Bonding The Circle of Schools, Students, Parents, PTAs and Community Organizations
	Managing Money with Integrity in the post bail-out economy
	The State of Youth and the elderly in DC/Ward 8
	Health Issues in the District/Ward 8
	Poster Session/Project Presentation/Graduation

Modules will be presented and/or lectured by an expert in its course field including District Government Agency heads and key staff members, non-profit and corporate executives, graduate faculty, ect. Each instructor will be invited to mentor and become available for networking, as this is deemed valuable toward The Program's mission in success of accountability.

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Emerging Leaders of Ward 8 **Curriculum Summary Description**

Module 1. Leadership for Effective Change/The Servant Leader

The purpose of the course is to introduce participants to the entire Leadership Project experience, build relationships among members and to explore the concepts of leadership in the 21st Century. The Servant Leader is a book that will be distributed to be read and discussed in depth on the perception of a leader and the definition of leadership. This interactive course will gauge the level of leadership skill amongst the group.

Module 2. Chronological History of Washington, DC: History of Ward 8 Neighborhoods

Washington, DC History - Lecturer and Date/Fact sheet (we allow each participant to share 3 minutes of what they remember of Ward 8 history)

Module 3. How the District of Columbia Government Works

The course will focus on how the District government functions and how it interfaces with the federal government. The purpose of this course is to provide participants with a general knowledge of public systems as well as plans and strategies that influence key stakeholders, policy and decision-making.

Module 4. Meet Ward 8!

Introductions and lectures from selected Ward 8 leaders and organizations i.e., Councilmember, ANC's, Church Leaders, non-profit Directors, police commanders, outreach coords, ect.

Module 5. Managing Community Projects

The purpose of this course is to teach participants how to use project management as a useful tool for successful planning and tracking of civic endeavors. This course will set the foundation for developing a mission statement, vision statement, problem statement, goals and objectives for team projects.

Module 6. Building Communities from the Inside Out: The Power of People and Data

The course will focus on asset based community development as a community organizing tool. The purpose of this course is to provide participants with tools to build upon the assets that already exist in the community and organize residents around issues that impact their community.

Course 7. Levering Diversity in DC/Ward 8

The purpose of this course is to explore the attitudes toward working with and living in a diverse city, as well as growing diversity of Ward 8. This course will focus on the necessary skills for leading diverse communities, the changing demographics in the District, and migratory patterns to the District. This course seeks to help all grassroots leaders understand the importance of diversity in our nation's capitol.

Course 8. Facilitating Small and Large Meetings

The purpose of this course is to provide participants with information and tools to effectively run and facilitate community meetings for organizations like Advisory Neighborhood Commissions and Civic Associations. This course outlines the format for effective meeting management before, during and after a meeting.

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Course 9. Public Speaking and Presenting for Impact

The focus of this course is to provide participants with the tools to present information to various audiences like the City Council, the Board of Education and the general public. This course will also set the stage for practicing presentation for the post session.

Module 10. Negotiating for Community Benefits

The first half of this course will focus on ways to negotiate with developers to receive benefits for the participants' community and the second half of this course will examine ways to manage conflicts and real disputes in the civic arena.

Module 11: Public Safety in The District/Ward 8

This course focuses on the Metropolitan Police Department, Court Services and Offender Supervision Agency and how each connects to public safety partnered with civic leaders. It will look at the role of officers, captains, commanders, and probation officers, ect. and how each interface with Ward 8 neighborhoods – compared and contrasted with their interactions in other DC Wards.

Module 12. Education: Schools, Students, Parents, PTAs and Community Organizations

This course will examine the role that schools, parents and community organizations play in developing young people in the District.

Module 13. Managing Money and Integrity

The purpose of this course is to provide an overview of financial management, management accounting, board development and capacity building for non-profit organizations. This course will also focus on Advisory Neighborhood Commissions, Civic Associations, Resident Council budgets and accountability for the use of public funds, fund raising and understanding governance.

Module 14. The State of Youth and the Elderly in DC

This course provides participants with tools to effectively engage the young and to help them develop healthier relationships with themselves, their families and their peers. This course will also examine the state of the elderly and how the economy affects various life disparities within Ward 8. It will look at the baby boomers and how they fair within the ward and project the needs in the next decade.

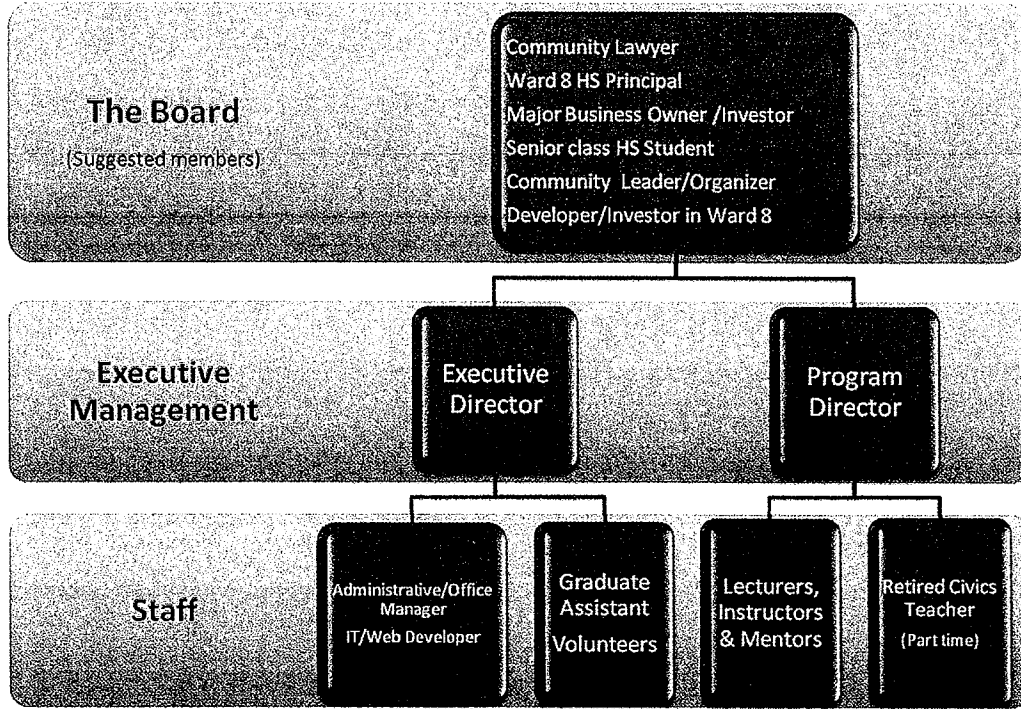
Module 15. Health Issues in the District

The purpose of this course is to discuss the health issues in the district, AIDS and ways to management a healthy lifestyle. This course will also focus on the role of the District of Columbia Department of Health and how it relates to Ward 8. Finally, this course will focus on the healthy leader, prevention of typical Ward 8 health disparities and a "Did You Know" session on Diabetes.

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Management and Staff Needs Structure



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Executive Director

Management and Leadership Experience

The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. The effective leader will be focused on performance, results and accountability as s/he envisions the next phase of The Emerging Leadership Program evolution. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

As Ward 8's landscape is changing quickly, there will be many opportunities to take a front & center pioneering role in shaping the educational leadership opportunities for the Residents of Ward 8 through partnering, innovation, and persuasion. The ideal candidate will have experience forming, cultivating, and expanding partnerships within the public and private sectors. Ward 8 resident desirable.

Masters degree and three+ years of relevant management experience preferred.

Resource Development/Fundraising Experience

The Executive Director must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector, and government grant makers as an essential part of his/her role. Staying abreast of changing funding opportunities and challenges and working them to the *Program's* advantage will be a critical component of this position. The ideal candidate will demonstrate significant past success with fundraising.

Personal Qualities of Successful Executive Director candidate

- ✓ Business-savvy
- ✓ Strong strategic thinking/planning skills
- ✓ Perseverance
- ✓ An entrepreneurial spirit
- ✓ A problem-solving approach to obstacles
- ✓ A team-building, facilitative rapport with peers and staff
- ✓ The humility to honor The Program's vision of success and to look outside of him/herself for answers from other high performing Leadership programs offered by standing institutions
- ✓ Exceptional oral, written, listening, and interpersonal skills
- ✓ A sense of humor

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Program Director/Marketing

Essential Duties must be performed on site. Other duties or tasks may be assigned.

This person is responsible for oversight of The Program's Curriculum and Instruction, and functions as the principal figure responsible for assisting the Executive Director in maintaining rapport and developing training specifically for Ward 8 Emerging Leader participants, module instructors and lecturers and dedicated mentors in protocol. The Program Manager for Curriculum and Instruction will provide direction and expertise to the development and delivery of a range of leadership programs and services designed to enhance the competencies of Ward 8 Emerging Leader participants. Also, the incumbent will oversee training needs assessments, course evaluation, faculty recruitment, faculty evaluations and faculty teaching assignments. The Program Director will also assist and participate in planning strategies related to Strategic Planning, and Enrollment Planning. The Program Director will consult with the Executive Director and report to the Board. This position is a contract position that will be reviewed annually.

- Work with the Executive Director as well as other relevant organizations and entities in identifying areas of concentration for specific education, training and outreach activities;
- Supervise the day-to-day operation of the class modules;
- Identify and attend informational and educational opportunities, make observations regarding possibilities to partner with regions, private sectors & state agencies to increase The Program's interest and participation;
- Assist the Executive Director with the development of a recruitment strategy for Board Program Committee;
- Assess, interview and recruit faculty (lecturers, mentors and volunteers);
- Evaluate curriculum for accuracy, content, currency and relevance;
- Oversee the Office Manager with the marketing and branding of The Program;
- Establish and maintain effective working relationships with the DC Council, area University departments of relevance, area government agencies and non-profit organizations, area community leaders, contractors and vendors;
- Co-manage administrative staff and perform other duties as required.

QUALIFICATION REQUIREMENTS:

Candidate must demonstrate that they are able to perform each essential duty satisfactorily. The ability to communicate and relate effectively with diverse participants, employees, partners, stakeholders and faculty is imperative. Reasonable accommodations may be made to enable qualified applicants with disabilities to perform essential functions.

EDUCATION AND EXPERIENCE:

- Masters degree in education, marketing, political science/history or related field and one year adult education and training experience. (Bachelors Degree will be considered based on other qualifications.)
- 1-2 years experience working in or with a federal, state or local government or private government relations organization.
- Strong knowledge and skills in curriculum development; and program and project management.
- Knowledge of history of Ward 8 and state of Ward 8 education and curriculum practices in civic participation, community service and government is desired.
- Familiarity with DC Government agencies a plus.
- Public speaking skills and high level writing abilities are a must.

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Personal Qualities of Program Manager Candidate

- ✓ Vision! Vision! Vision!
- ✓ Strong strategic thinking/planning skills
- ✓ Perseverance
- ✓ A team-building, facilitative rapport with peers and staff
- ✓ The humility to honor The Program's vision of success and to look outside of him/herself for answers from other high performing Leadership programs offered by standing institutions
- ✓ Exceptional oral, written, listening, and interpersonal skills
- ✓ A sense of humor

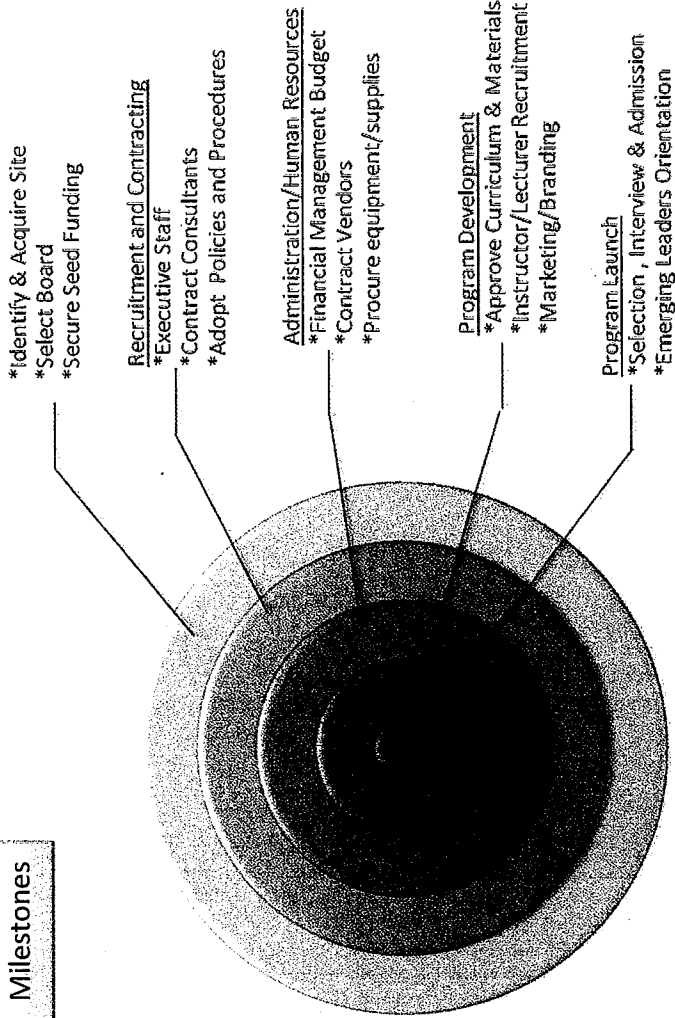
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Emerging Leaders of Ward 8 Project Management

Milestones



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SITE			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Identify main office/Alternative sites		D. Watts	
Identify and secure "seed" funding sources & financing			
Identify Classroom site/Alternative sites (Preferably donated)		D Watts	
Preliminary inspections made		Councilmember Barry	
Sign temporary lease agreement - Final inspection and occupancy certificate			
Issuance/awards of bids for renovation or design			
Phone and T1 internet lines installed/Tel numbers			
Utilities: (Preferably included)			
<ul style="list-style-type: none"> Electric, Water, Gas/Oil, Sewer 			
Building Services: (preferably included)			
<ul style="list-style-type: none"> Janitorial, Maintenance, Local electrician & plumber, HVAC, ect. 			
Startup Team			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Program Development/Management Consultants			
Attorney			Contract Specialist
Execute management agreement with consultants			Grants, Human & Project Management
IT/Web Developer			Needs assessment/network
THE BOARD			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Identify Board of Directors			
Develop Program vision and 'ask' packet			
Secure Board with contract of expectations			
Submit By-Laws & structural packet for Board review & approval			
Meeting of the Board			
Approve:			
<ul style="list-style-type: none"> Mission Statement Defining Statement Identify Board strengths & committees Permanent Staff needs Establish Board meeting schedule 			

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ADMINISTRATION			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Hire temporary receptionist/answering service			
Advertise Executive positions			
<ul style="list-style-type: none"> Recruit Executive Staff 		Councilmember Barry The Board	
Establish Program Employee policies:			
<ul style="list-style-type: none"> Code of Conduct Identify Expectations and performance milestones/timelines Program Calendar Establish policies 		Executive Director Board Operations Committee	
Approve:			
<ul style="list-style-type: none"> Volunteer staff agreements Start up budget Bids for furniture Bids for computers Costs for marketing 		Executive Director Board Finance Committee	
FINANCIAL MANAGEMENT			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Identify and hire auditor/consultant (Volunteer/Board Member)			
Establish payroll and pay schedules			
Forms (PO's, expense forms, timesheets)			
Open bank account			
Identify check signers (2-3)			
First year budget			
Petty cash fund			
Establish credit for office supply co. and Office machinery lease			
Installation of budgeting program/software and procedural training			
Liability			
Building/office insurance/workers compensation insurance			
Liability insurance/Participant accident insurance (waiver)			
Health insurance			
Order:			
<ul style="list-style-type: none"> Classroom/Office supply & equipment/Consumables Computers/Applications/Software 			

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PROGRAM DEVELOPMENT OPERATIONS			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Finalize pilot cohort curriculum		Executive Staff	
Field and commit best instructors/lecturers for each module course		Program Director	
Extend offer and contract commitment		All Staff/Board	
Weekend Orientation Retreat		Staff	
Instructor/lecturer thank-you/confirmation letter		Admin Staff	
Communicate Reminders of commitments to Instructors/Lecturers		Program Director	
Identify & define need for volunteer/Grad intern/PT Researcher positions			
Procure curriculum materials			
INCENTIVES			
Develop marketing and Instructor/Lecturer recruitment campaign		Program Mgr.	
<ul style="list-style-type: none"> Identify/Incentives Compensation & accommodations 			
Secure and acquire Incentives (preferably in-kind)			
Identify retention and commitment Incentives for Emerging Leader participants			
Develop Nationwide "Ask" for donations (in time for marketing launch)			
Research higher education institutions for partnership or sponsorship			
MARKETING			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Inform state of Ward and need for program when & where necessary		Councilmember Barry	
Branding: <ul style="list-style-type: none"> Letterhead Signs Business cards Gadgets Emerging Leader-wear (preferably donated) 			
Approve and launch Website			
Approve brochure & application			
Implement marketing & PR strategy/informational pilot study meetings			
FOOD SERVICE			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Announce campaign for service and solicit in-kind services from Ward 8 Vendors \$\$\$ sponsor sources			
Select vendors			

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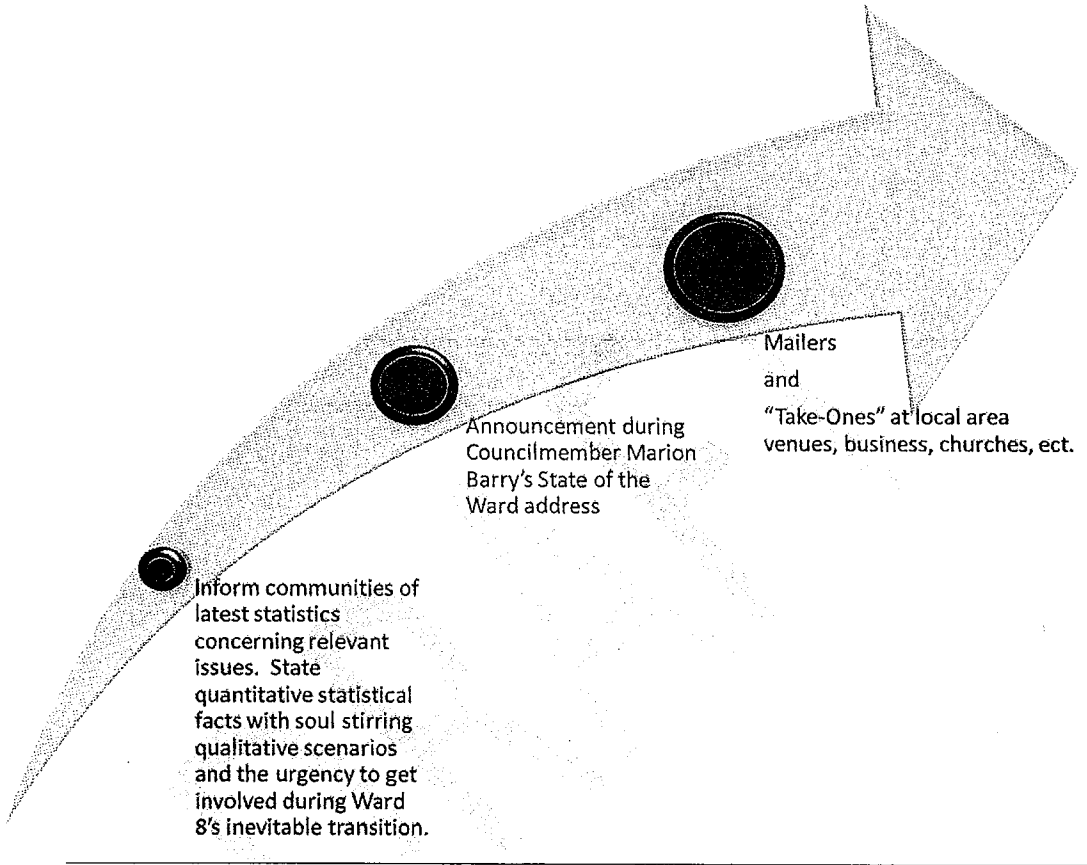
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ADMISSIONS			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Negotiate menus, contracts and schedules for deliveries			
Send acceptance/admission letters		Staff	
Determine assessment/evaluation mechanism		Program Manager	
Review submitted applications and select participants		All	
<ul style="list-style-type: none"> First round interviews 			
Confirm acceptances		Staff	
Emerging Leaders orientation:			
<ul style="list-style-type: none"> Introduction of Staff & Board Distribution of program binders & materials Participation/confirmation contracts Light Buffet? Press Release 			
GRANTS & PARTNERSHIPS			
OBJECTIVE	TIME FRAME	ASSIGNED TO	COMMENTS
Review evaluations from Emerging Leader participants and instructors			
<ul style="list-style-type: none"> Analyze & Report Identify area Universities & Foundations for sponsorship & partnerships 		Executive Staff Consultant	

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Interest Building--



"Command Civic Justice before Reacting to Political Injustice!"

"Enlightening Your Leadership Potential....So they May Follow"

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Emerging Leaders of Ward 8 Spring 2009 Application

There are strict attendance requirements for this Leadership Program. In registering, you are committing to attend 7 of the 8 weeks of class to graduate

Name: _____

Home Address: _____

Zip: _____

Name of Ward 8 Neighborhood: _____

How long have you lived in this neighborhood? _____

Telephone:

Day: _____ Evening: _____

E-mail Address: _____

Highest level of Education: _____

Community Involvement and/or Interests

List organization memberships/most involved first.

Interests Hobbies or Skills? *Please list all & proficiency levels*

What is a major issue (if any) in your neighborhood that concerns you?

First Submission - 7/9/2009

Emerging Leaders of Ward 8 is a vision inspired program offered by Councilmember Marion Barry in partnership with local leaders and professionals.



Emerging Leaders of Ward 8's primary goal is to increase the level of self-assured leaders originating from this section of The District. Individuals who will then become actively involved in taking a leadership role in their personal interests, community organizations, projects, calling for citizen participation and in galvanizing groups for any cause or purpose. Each session will include developing ways of using the information gained through the sessions to be active participants in their neighborhood and the programs offered through our jurisdiction's Capitol.

The first round of program is limited to 25 participants. Applications will be selected to create a diverse student population from all many Ward 8 neighborhoods, if possible. Students must attend monthly classes, complete all program goals and/or Community Board relevant projects.

Return Completed Applications to:

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2009 Application (continued)

Write and attach to this application a 250-word essay on the following question(s):

Why do you wish to participate in Ward 8's Emerging Leaders Program?

Please check the relevant data that applies to you:

Your filling out this section will help to ensure our goal to have diverse representation in the program.

Sex	Ethnicity	
<input type="checkbox"/> Male	<input type="checkbox"/> White	<input type="checkbox"/> Asian
<input type="checkbox"/> Female	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> Native American	<input type="checkbox"/> Other

Birthday Month and Day: _____

Age: (Circle One)

18-25 26-35 36-45 46-55 56-65 66+

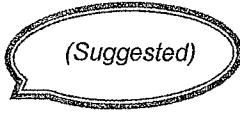
Please accept my application to become a candidate of the Emerging Leaders of Ward 8 program.

Signature / Date _____

Notice: Councilmember Marian Barry and all affiliates involved do not discriminate on the basis of age, sex, race, religion, national origin, or handicapping conditions. Should special accommodations be necessary in order for an individual with a disability to participate in this program, please state in detail and submit with this application.

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Emerging Leaders of Ward 8 Participation Contract



The purpose of this contract is to establish a working agreement between selected and oriented participants and the Emerging Leaders program. This unprecedented venture is a leadership development program designed to develop and enhance leadership skills exclusively for residents of The District's 8th Ward. There are a set of expectations and requirements that this **Program** upholds for each of its participants.

Thus, the following set of expectations and graduation requirements represent the terms and conditions for participation in **The Program** and applies to all participants. Please keep a copy for your records and return a signed copy to **The Program** staff.

Expectations

1. Attend all courses and classes.
2. Show up to class on time and actively participate.
3. Follow the ground rules.
4. Expect to grow and become more knowledgeable over time.
5. Notify The Program staff if you are unable to attend class.
6. Sign the sign-in sheet for each class.
7. Each participant is required to participate as a responsible, fully engaged member of a project team; successfully complete the team project, and participate in the Post Session at the end of the program.
8. Do leadership readings.
9. Prepare and submit written journals.

Graduation Requirements

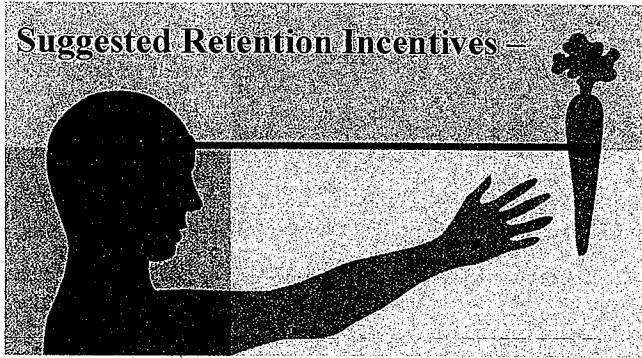
1. In order to graduate and receive a certificate of completion, you must complete all modules.
2. If you miss a module (two or more classes) you will not receive a certificate of completion until the module is completed in the next set of Program Modules. You will, however, be able to participate in the graduation ceremony – again without receiving your certificate.
3. If more than two modules are missed (one module is a Friday and Saturday of each month), your status in the program is subject for review.

I accept the above terms and conditions of my participation in **The Program**.

Name **Date**

Please return a signed and dated original copy to "The Director" of **The Program** or designee.

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- # Certificate of Completion through an accredited higher education institution;
- # Payment of fees to incorporate all licensure toward Vision Board Presentation implementation (small business start-up costs)
- # Small Business Office Machinery package, i.e., 3-1 printer/scanner/fax, gift certificate to Kinkos for business cards and letter head, automobile adhesive sign, building sign, ect.;
- # Network opportunities with interesting and dynamic (well known) lecturers and instructors and dedicated mentors – some of whom have a vested interest in the sustainability and fair development of Ward 8 and its residents.
- # 1 college credit through an accredited educational institution;

Nourishment provided*:

- # Weeknight classes will provide snacks and beverages
- # Saturday classes will provide **breakfast:** continental, and **lunch:** sandwiches/chips/beverages or pizza/fruit/salad/beverages

**Solicit in-kind contributions from local area (Wards 7&8) vendors and restaurants.*

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Measurable Accountability

With every graduating class, there will be Alumni. The Alumni are encouraged as well as expected to submit periodical accounts of how they've used their newly acquired leadership tools and skills.

The first class of Ward 8 Emerging Leaders will be a small group of test pilot participants with evaluation surveys to be filled after each course module. The Executive staff, partnered with Board members will study the evaluations for preparation of the 2nd and larger classes.

Upon selection of each participant, there will be a civic participation and basic level government history survey. The results of this survey will be measured and contrasted against a slightly more advanced parallel survey and quiz given near the completion of each cohort.

Each graduate who has successfully completed every course module is expected to use their leadership skills and newly acquired knowledge to present a Vision Board relevant to the current state of Ward 8's issues, people or community needs. Members of the Board of Directors and a select group of invited professionals of this presentation and graduation ceremony will be asked to give professional viewpoints and a scaled review sheet measuring effectiveness in professional leadership-based categories.

Results from the surveys and the review sheets will serve as a major part of accountability for future grant submittals. As the program evolves, the personal leadership growth of each participant coupled with their experience review will encourage enthusiastic recruitment of future emerging leaders, projected to serve as a proponent of success.

Shared testimonies

The pilot cohort will post accomplishments and status of projects on The Emerging Leaders for Ward 8 website. A select few web updates submitted by Alumni will be mentioned in Councilmember Barry's newsletter. Others will be invited to appear and speak of their Emerging Leaders experience at a Town Hall Meeting or similar venue. There will be blogs in which Emerging Leaders, the Board, Instructors and lecturers are encouraged to participate for guidance, review and discoveries.

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Sample Evaluation Sheet

Course: Public Speaking and Oral Advocacy Interactive Evaluation Sheet

Instructor: _____ Date: _____

Presenter: _____

Elements of Performance	Score you gave yourself after speech	Averaged Score you were given by the Class	Score you want by the end of the class	Your plan to get there (record class recommendations and your own thoughts here)
Poise (Look for: Shifting of weight on feet or to hips, fidgeting, signs of nervousness, stress or fatigue)				
Diction (Listen for: round vowels, clear consonants like 't' and 'd', colloquialisms like "bawday" for "birthday")				
Speed (Listen for: rushing, dragging, illogical speeding up and slowing down of speech)				
Cadence (Listen for: monotone delivery, delivery that repeatedly rises up at the end of each sentence—also known as "Valley Girl speech", speech that sounds too sing-songy)				
Clarity (Consider: Could I retell this story if I had to? Does the sequence of events related make sense to me? Does the speaker sound like s/he has outlined his/her thoughts before this speech?)				
Oral Evidence (Assess: How well did the examples, stories, comparisons, etc. work to drive home the point of the speech? Did I find the evidence persuasive? What might have worked better?)				
Visual evidence (Assess: How well visuals, hand outs, slides, etc. drive home the point of this speech. Did I find the visual evidence persuasive? Compelling? What might have worked better?)				

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Sample Evaluation Sheet

Directions:
 - fill in by hand
 - choose one box only to fill in
 - fill the chosen box in clearly

Course: Sample Module Instructor: _____

Date of class/evaluation: ... _____

Codes (unless specified otherwise)

1= not agree at all; 2= not agree; 3= neutral; 4= agree; 5= fully agree

	1	2	3	4	5
The instructor was enthusiastic, dynamic and energetic about teaching the class					
The course materials were relevant and well structured					
The instructor encouraged students to engage during class time					
Your interest in the subject has increased as a consequence of this class					
The instructors lecture and explanations were clear					
You found the class intellectually challenging and stimulating					
The instructor's style of presentation held your interest during class					
You have learned knowledge or skills which you consider valuable					
The exercises formed a useful part of the course					
Subject difficulty, relative to other subjects was: 1= very easy 2= easy 3= medium 4= hard 5= very hard					
Subject workload, relative to study points: 1= very light 2= light 3= medium 4= heavy 5= very heavy					
Pace and delivery of the subject was: 1= much too slow 2= too slow 3= about right 4= too fast 5= much too fast					
Overall, how does the class rate with The Emerging Leaders' vision, mission and goals? 1= very poor 2= poor 3= average 4= good 5= very good					

Additional Comment:

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Delivery/Check-off list

- Identify instructors and lecturers for each course module
- Develop an outreach and selection process
- Identify possible venues for effective and engaging hands-on learning
- ~~Identify a management and staff needs structure~~
- Develop proposals for funding to assist in stipends and incentives, materials & equipment, compensation & retainers and public relations and image building
- ~~Develop mile stone guidelines, surveys and evaluation sheets for effective accountability~~



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