

*Comptroller*

**COMPTROLLER OF THE CURRENCY**

## Housing

Transitional and permanent low-income housing are essential steps toward self-sufficiency for families caught in the cycle of dependency. Equally essential is combining housing with education, employment and other comprehensive services which allow families to make the final leap to economic independence and family stability.

Through the Comprehensive Service Model, the American Institute for Learning and Values Management, Inc. have been carefully integrating human services with housing to empower low-income residents to improve their basic skills, deal with the issues of poverty and homelessness, and become equipped to succeed in the labor market.

We propose to increase housing options and opportunities for families in need. These will include continuing to rehabilitate derelict properties into low- and moderate-income rental units, acquiring and rehabilitating single-family dwellings and improving the communities and neighborhoods surrounding these homes.

Additionally, an effort will be made to provide additional services to specific populations in need of housing such as those with alcohol and drug abuse problems and those leaving institutions, particularly women and children.

Housing is an essential first step to meeting the most basic needs of individuals and families in crisis. However, to achieve long term results and self-sufficiency it must be combined with appropriate integrated services and learning/employment opportunities.

## Peers, Inc.

Peers, Inc. is an innovative model for educationally and economically disadvantaged youth, ages 14-25. The overriding aim of this program is to provide youth with the opportunity to participate in activities and projects leading to an understanding of basic business practices. **The skills, including skills required for beginning and sustaining entrepreneurial ventures, promote a successful transition from school to work.** By imparting communication, leadership, and critical thinking skills; (those skills most in demand by business and industry), **Peers, Inc. empowers young people to move from subsidy to self-sufficiency and to establish themselves as tomorrow's successful leaders in business.**

Peers, Inc. objectives are accomplished within the context of four core programs. **These programs possess a strong appeal for at-risk youth by providing a positive forum for students to build on their life experiences and to tap into their creative energies.** Students explore new dimensions of self and discover future directions through the following programs: 1) Environmental Corps, 2) Multicultural Arts Corps, 3) Cultural Warriors Theater Troupe, and 4) Entrepreneurial Corps.

The learning methodology consistent throughout these Corps programs is **project-based education. This methodology invites students to learn through application and to apply what they learn.** Project-based education, with its emphasis on teamwork, allows students positive opportunities to take risks within the learning process and to approach learning through active, hands-on involvement.

**DEPARTMENT OF EDUCATION**

**Education**

## **Toolboxes for Pre-Schoolers**

### **A Research & Development Project**

Today's preschoolers are tomorrow's workforce. Will they be ready? As we are planning the activities needed to make positive change in children's lives, one element continues to surface: **children, especially economically disadvantaged children, will continue to be ill prepared to enter tomorrow's increasingly diverse and technological work force unless they have tools for the necessary learning experiences at an early age.**

**Before children enter the school room for the first time, they already need to be prepared to learn. To do this, they need good tools.** Unfortunately, few tools exist that foster adult/child learning.

The American Institute for Learning is developing a series of **Toolboxes** that will empower pre-school children to become active learners, and will engage the interest of the adults in the children's learning process. **Toolboxes** bring the best ideas to a simple form. They are not only low-tech, low-cost and high-quality, they are also fun, experiential and concept building.

**Math Toolboxes** teach children and adults how to develop math fun and concept building. The four components are sorting, matching, shapes and numbers.

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**Environment Toolboxes** help pre-schoolers identify elements of the environment and gain an understanding of their delicate balance.

**Self-esteem Toolboxes** help build self-esteem.

## **Downtown Child Development Center**

The national agenda calls for children entering school to be ready and able to learn. The end of the twentieth century is fast upon us, and economically challenged children and families in our community are still in need of first class services to break the cycle of disadvantage. It is widely acknowledged that families today face increasingly interrelated and complex problems. Solutions require a vision that expands the scope of child care to family oriented, comprehensive services.

The American Institute for Learning is proposing to work with Child Inc., the Austin/Travis County Head Start program, to design and implement a comprehensive early care and education center in downtown Austin. The center, called DC<sup>2</sup>, will be open during the day and evening hours.

DC<sup>2</sup> will create a nurturing, supportive environment where parents and children have an opportunity to experience and practice positive parent-child interactions. DC<sup>2</sup> is the missing element many families need to make positive family change. Elements of design include:

- **Home Outreach**-Families may be contacted through an active outreach program to provide in-home services.
- **Early Care and Education**-Quality child care is the core of the center. A holistic content will provide for the social, emotional, cognitive and physical needs of children.
- **Family Healing and Strengthening**-As children's first and foremost teachers, parent participation is an integral part of all activities. This will include parenting classes, support groups, inter-generational literacy training, health services and a child/parent leadership program to move positive family changes into neighborhoods.
- **Occupational Training**-Adults will have an opportunity to train for employment as child care providers.

## **Youth Green Builders**

Youth Green Builders is a unique approach to learning. It weaves creating energy-efficient and environmentally sound housing for low-income families together with project-based, hands-on learning opportunities for economically and educationally disadvantaged youth and young adults.

The result is quality housing for families in need, and improved basic skills (math, reading, writing) and the acquisition of valuable work skills and experience for dropout youth.

Youth Green Builders provides an exceptional opportunity for project-based learning, the means by which seemingly abstract educational theories become meaningful and useful. For example, geometry is taught on-site and applied to properly constructing the frame of a house. Learners then immediately utilize what they have learned and begin to see the necessity and real-life application for geometry.

We propose to pilot this replicable program by constructing 60 "Green" homes for low-income families within the Texas/Louisiana region. These houses will be built by construction experts and dropout, primarily minority, youth seeking to contribute to the community while enhancing their educational and employment opportunities.

This program will also counter the perceptions of environmental racism by bringing energy-efficient, environmentally-sensitive housing, previously a privilege of those who could afford the cost, to low-income communities.

## Multi-Media Communications Lab

High-tech multimedia communication tools have provided learners of all levels with the means to quickly master storytelling and communicate their ideas in an entertaining fashion. Additionally, multi-media tools motivate learners to learn, not only multi-media, but also the basic skills (reading, writing, team work) they must have to achieve the products they desire. The skills learned through this process can then be used to achieve success in other educational and employment situations.

Collaborating with the Instructional Technology Department of the University of Texas, AIL's multimedia communications lab focuses on developing the higher-order thinking skills of at-risk youth through hands-on project-based learning activities. The lab is equipped with the latest in computer and video production tools.

Working in design teams, learners travel through each of the five production stations becoming familiar with the capabilities and requirements of each step of the multi-media process. Each stage of the process requires the acquisition and utilization of specific skills: Storymaking (reading and researching), Storytelling (writing and word processing), Media Making (video pre- and post-production including role division, team work and cooperation skills), Art Production (design of 2D/3D graphics art), and Computer Programming (logic and sequencing).

Projects will include documentaries, cultural journalism, music videos, and instructional programs such as how to build a green house. At the conclusion of the project, not only will participants have acquired valuable marketable basic and multi-media skills, they will also have produced a tangible product that they can share with their peers and others. If the program is in video format, these products can be aired on public access television.

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## Space Center

Space Center, a cooperative model among Space Studies, Inc., American Institute of Learning and the Austin Independent School District, is devoted to integrating real world applications of space technology for today's in-school and non-traditional students.

Space Center is designed to use space technology to teach science/technology, math, team and leadership building, problem-solving, research, experimentation, computer application, reading, logistics and career opportunities. Based on experiments currently in progress in various NASA programs, activities emphasize real world, hands-on experience. Classroom training culminates with actual simulated space missions which can last up to 30 hours. The missions take place in a 40-foot simulated shuttle and separate mission control with communications restricted to computer and video camera interface between the two. Students take on the roles and responsibilities of astronauts and mission control staff and perform actual space experiments.

Two separate summer programs, a special youth space camp and camp training teachers to use space technology as a vehicle for instruction, will expand the impact for this fully-replicable program by the third year. The space camp and teacher training will also generate earned income and reduce the need for outside government, foundation, or corporate support.

## **Certificate of Initial Mastery**

The number one recommendation made in the report, America's Choice: High Skills or Low Wages! prepared by the National Center on Education and the Economy, was to establish new national educational performance measures, benchmarked to the highest standards in the world, to be met by all learners by age 16. This assessment system would establish objective standards for students and educators, motivate students by providing them with an applicable and marketable education, and give employers an objective means to assess the capabilities of job applicants.

Under this plan, students would be awarded a Certificate of Initial Mastery after passing a series of performance-based assessments. This Certificate would certify their labor market readiness and a mastery of the basic skills necessary for high productivity employment. It would also ensure that every student leaving compulsory education has demonstrated the ability to read, write, compute and perform at world-class levels in core subjects. Students would also have exhibited the capacity to learn, think, problem-solve and work effectively alone and in teams. The Certificate of Initial Mastery would serve as a foundation for advanced forms of education or training.

In 1992, Governor Ann Richards awarded the American Institute for Learning a major contract from the Wagner-Peyser funds to establish, along with other objectives, the Certificate of Initial Mastery in Texas. With the support of the Chair of the State Board of Education, Jeana Woolley; the Superintendent for the Office of State Board Relations, Joyce Holmes Benjamin; the Texas Education Agency and its Commissioner, Skip Meno; and Director of Education Policy of the Governor's Office, Sonia C. Hernandez; the American Institute for Learning will become the pilot project for the state in the implementation of the Certificate of Initial Mastery.

## Personal Development Center

The reasons families receive Aid to Families with Dependent Children are as complex, varied and long-standing as the individuals themselves. Seldom is the problem as simple as not having a job.

The goal of the Personal Development Center model is to foster self-sufficiency and assist welfare mothers to move from welfare to work. Objectives are accomplished through effective competency-based academic remediation, job readiness training (JRT) and personal growth opportunities.

AFDC recipients spend 15 hours a week in the alternative learning center in an individualized, self-paced, computer assisted Comprehensive Competencies Program. Academic remediation is designed to help participants reach literacy, attainment of a GED and/or college prep according to their goals.

An additional 10 hours per week is spent in personal growth activities which focus on life management, career awareness, job readiness, personal empowerment, effective parenting and enhancing self-esteem. Counseling assists the participant in overcoming barriers to successful long-term employment and help them address vital issues including sexual and physical abuse, addictive behaviors, parenting and life-skills. The Texas Department of Human Services provides goal-directed case management on site.

Successful completion of the program results in the participant registering at a school of higher education, enrolling in a course of study for a specific skill or finding employment. Continued support is provided by an on-site Job Coach after participants become employed.

## **Education**

**Basic educational skills are the foundation for employment success, particularly in our increasingly competitive, high-tech global marketplace.**

**The reality of education, however, is that a large portion—often as high as 25%—of America's population does not complete high school, let alone acquire additional educational or skills training. These are often the individuals and families who become caught in the cycle of dependency.**

**To escape this intergenerational cycle, families and individuals in crisis must become equipped with the educational and employment skills essential to economic self-sufficiency. They must also receive these services in a comprehensive, integrated manner which takes in consideration the multiple needs, such as housing and child care, they face.**

**We propose to provide educational services ranging from teaching adults to read, to helping dropout youths and adults complete their education, attain a G.E.D. or Certificate of Mastery, and prepare for college. In order to best meet the needs of this population, educational services are self-paced, open entry/open exit allowing for accelerated learning. They are also competency-based ensuring mastery of one level before the learner moves to the next level.**

**Because individuals have different learning styles, our educational services incorporate a variety of learning tools and techniques. These include project-based learning, computer-assisted learning and volunteer tutors.**

**All educational services are integrated with employment and comprehensive human services to help learners move quickly from subsidy to self-sufficiency. This is essential if we are to produce a skilled workforce equipped to provide for themselves and their families.**

Energy

DEPARTMENT OF ENERGY

## Comprehensive Service Model

The American Institute for Learning (AIL) has been building, implementing and refining the programs and services that form the structure of the family centered service system model for 13 years. They have improved and refined programs and services, redefined the delivery of human services and developed effective and efficient collaborative efforts.

As AIL recognized the national implications of the whole-person/whole-family, holistic, "one-stop" service center concept, the need for a large scale system model emerged as a priority. In 1990, a downtown Austin warehouse was purchased for \$1,080,000 with public and private funds. The existing two story structure will be renovated into a three and one-half story, 43,594 square foot, highly-energy efficient building at a cost of \$3,000,000. The renovations will be funded through private and public sector partnerships.

Upon completion, AIL will expand and refine its working model on a larger scale to prepare and adapt to specific areas and populations for wide-spread replication. Additional and stronger support services, such as a child development center, will be designed to meet the needs of all members of the family unit. A transitional housing program will help remove other barriers to self-sufficiency. Increased employment training and skill building opportunities will assist youth and adults to take advantage of newly expanded job opportunities.

AIL has taken the first step in forming a formal collaborative structure to facilitate outreach of its model to the Southwestern United States. The new facility, situated in the hub of the southwest will become a working model and training center not only for this region but also for the nation.

## **Toolboxes for Pre-Schoolers**

### **A Research & Development Project**

Today's preschoolers are tomorrow's workforce. Will they be ready? As we are planning the activities needed to make positive change in children's lives, one element continues to surface: **children, especially economically disadvantaged children, will continue to be ill prepared to enter tomorrow's increasingly diverse and technological work force unless they have tools for the necessary learning experiences at an early age.**

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## National Park Service Environmental Apprenticeship Corps

The more than 360 units of the National Park System represent not only some of the finest *natural* laboratories in the world, but an outstanding opportunity to use these ecosystems to meet the educational, training and skills development challenges facing our nation. Strengthened partnerships with schools, workplaces and communities can make the NPS a significant contributor in creating communities of learning. Apprenticeship in NPS would provide a national model for genuine experience in the world of work while providing education in natural resource management and environmental restoration. These skills will grow more valuable with increasing environmental pressures.

The National Park Environmental Apprentice Corps would be created by expanding and coordinating the successful components of Parks as Classrooms, Stay in School, The Youth Conservation Corps, Cooperative Education Programs and The Natural Resources Trainee Management Program. As early as middle school, learners could begin training in natural resource professions by participating in the Environmental Rangers, an integrated science, math and work skills development program.

Secondary school students who have completed the Environmental Rangers would continue gaining experience through the Environmental Training Corps, an apprenticeship in parks administration, management and maintenance.

The Apprenticeship Corps will facilitate school-to-work transition. While developing a Regional Apprentice Exchange the Corps will allow Texas, Louisiana and New Mexico youth to broaden their horizons as they gain intercultural skills through exchanges between Corps and parks.

**DEPARTMENT OF HEALTH & HUMAN SERVICES**

**Health & Human Services**

## Comprehensive Service Model

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## **Mirabeau Family Learning Center**

The mission of the Mirabeau Family Learning Center is to promote the acquisition of competencies that support and strengthen family and individual functioning, enhance a personal sense of self-reliance and self-efficacy, and encourage the use of these skills and competencies for the improvement and continual development of the community and its members.

Consistently working toward this goal, the Mirabeau Family Learning Center, Inc. seeks to fully implement the Family-Centered Comprehensive Services Model by adding additional essential components to its existing, highly successful housing, educational and counseling components at the 140 unit Mirabeau site. These additions include:

- constructing, equipping and staffing a child development center,
- instituting specific skills training, and
- hiring a job placement counselor to establish a job placement component.

Child development services will strengthen the family and promote family literacy and effective parent education. Equally important, a child development center will provide parents with high quality, consistent and stable child care allowing them to pursue their academic and employment goals.

Woven together with Mirabeau's other services, specific skills training and job placement components will greatly enhance the model by providing a comprehensive and seamless delivery of services easing the transition from welfare to self-sufficiency.

## Health Services

The current system fails to meet the needs of economically disadvantaged families. First, services are seldom available at one location and families spend countless hours going from one provider to another to receive the medical care they need. They often have to wait weeks for appointments in clinics that are not easily accessible and often do not meet their full needs. They have little access to preventive care or health education. These families become lost in the maze and often do not seek the medical services they desperately need to stay healthy.

Learners and their families need access to a comprehensive array of immediate and preventative medical care and health education. Currently, vision, hearing and dental screenings, referrals, testing and immunizations are provided as part of the family centered service system model. An expanded health center would include on-site:

- Medical exams,
- Family planning,
- Class "D" pharmacy for certain prescriptions,
- WIC program to provide dairy products for low-income children,
- Clinic card,
- Medicaid eligibility determination,
- Neighborhood Teaching Corps empowering participants to teach their neighbors healthy practices,
- Lab for authorized blood and urine analyses, and
- Health educators and medical social workers on staff.

All services would be free of charge, or charged to the appropriate resource (clinic card, Medicaid, etc.). On-site medical care would be more comfortable, convenient, less crowded and better staffed than is currently available.

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Housing & Urban Development

DEPARTMENT OF HOUSING & URBAN DEVELOPMENT

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Consistently working toward this goal, the Mirabeau Family Learning Center, Inc. seeks to fully implement the Family-Centered Comprehensive Services Model by adding additional essential components to its existing, highly successful housing, educational and counseling components at the 140 unit Mirabeau site. These additions include:

- constructing, equipping and staffing a child development center,
- instituting specific skills training, and
- hiring a job placement counselor to establish a job placement component.

Child development services will strengthen the family and promote family literacy and effective parent education. Equally important, a child development center will provide parents with high quality, consistent and stable child care allowing them to pursue their academic and employment goals.

Woven together with Mirabeau's other services, specific skills training and job placement components will greatly enhance the model by providing a comprehensive and seamless delivery of services easing the transition from welfare to self-sufficiency.

## Youth Green Builders

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This program will also counter the perceptions of environmental racism by bringing energy-efficient, environmentally-sensitive housing, previously a privilege of those who could afford the cost, to low-income communities.

## **Comprehensive Service Model**

The American Institute for Learning (AIL) has been building, implementing and refining the programs and services that form the structure of the family centered service system model for 13 years. They have improved and refined programs and services, redefined the delivery of human services and developed effective and efficient collaborative efforts.

As AIL recognized the national implications of the whole-person/whole-family, holistic, "one-stop" service center concept, the need for a large scale system model emerged as a priority. In 1990, a downtown Austin warehouse was purchased for \$1,080,000 with public and private funds. The existing two story structure will be renovated into a three and one-half story, 43,594 square foot, highly-energy efficient building at a cost of \$3,000,000. The renovations will be funded through private and public sector partnerships.

Upon completion, AIL will expand and refine its working model on a larger scale to prepare and adapt to specific areas and populations for wide-spread replication. Additional and stronger support services, such as a child development center, will be designed to meet the needs of all members of the family unit. A transitional housing program will help remove other barriers to self-sufficiency. Increased employment training and skill building opportunities will assist youth and adults to take advantage of newly expanded job opportunities.

AIL has taken the first step in forming a formal collaborative structure to facilitate outreach of its model to the Southwestern United States. The new facility, situated in the hub of the southwest will become a working model and training center not only for this region but also for the nation.

DEPARTMENT OF THE INTERIOR

Interior

## National Park Service Environmental Apprenticeship Corps

The more than 360 units of the National Park System represent not only some of the finest *natural* laboratories in the world, but an outstanding opportunity to use these ecosystems to meet the educational, training and skills development challenges facing our nation. Strengthened partnerships with schools, workplaces and communities can make the NPS a significant contributor in creating communities of learning. Apprenticeship in NPS would provide a national model for genuine experience in the world of work while providing education in natural resource management and environmental restoration. These skills will grow more valuable with increasing environmental pressures.

The National Park Environmental Apprentice Corps would be created by expanding and coordinating the successful components of Parks as Classrooms, Stay in School, The Youth Conservation Corps, Cooperative Education Programs and The Natural Resources Trainee Management Program. As early as middle school, learners could begin training in natural resource professions by participating in the Environmental Rangers, an integrated science, math and work skills development program.

Secondary school students who have completed the Environmental Rangers would continue gaining experience through the Environmental Training Corps, an apprenticeship in parks administration, management and maintenance.

The Apprenticeship Corps will facilitate school-to-work transition. While developing a Regional Apprentice Exchange the Corps will allow Texas, Louisiana and New Mexico youth to broaden their horizons as they gain intercultural skills through exchanges between Corps and parks.

## Youth Green Builders

Youth Green Builders is a unique approach to learning. It weaves creating energy-efficient and environmentally sound housing for low-income families together with project-based, hands-on learning opportunities for economically and educationally disadvantaged youth and young adults.

The result is quality housing for families in need, and improved basic skills (math, reading, writing) and the acquisition of valuable work skills and experience for dropout youth.

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Labor

DEPARTMENT OF LABOR

## **Specific Job Skills Training**

Working with a Business Council composed of local businesses and other service providers, classes training economically and educationally disadvantaged individuals in specific employment skills, such as electronic assembly, which are in high demand are designed. These classes prepare participants for successful entry into demand occupations paying a living wage. Upon completion of a class, the participant earns a Certificate of Initial Mastery in that specific skill. This verifies his or her skill level to an employer.

Through collaboration with service agencies, businesses communicate their employment needs before employees are trained ensuring them of a skilled workforce. Participants benefit by having the skills most in demand by the market place.

Non-traditional careers for women are an area of particular interest for specific skills training. Linking with institutions of higher learning designed to serving this population and learning from them what pre-requisite skills participants must have to enter the program and be successful, we can adequately prepare female participants for successful entry into and completion of these non-traditional training tracks.

Other specific skills training areas include: computer office skills, Help Desk operations providing computer support, construction skills, state-certified home child care, apprenticeships in a variety of skilled areas, and mentorships in areas of interest to participants. Through this exposure, at-risk individuals can become acquainted with the employment options available and with the requirements for success in each field.

Only by adequately preparing economically and educationally disadvantaged youths and adults for entry into the workforce, can we ensure them of economically self-sufficient futures, for themselves and their families.

## Peers, Inc.

Peers, Inc. is an innovative model for educationally and economically disadvantaged youth, ages 14-25. The overriding aim of this program is to provide youth with the opportunity to participate in activities and projects leading to an understanding of basic business practices. **The skills, including skills required for beginning and sustaining entrepreneurial ventures, promote a successful transition from school to work.** By imparting communication, leadership, and critical thinking skills, (those skills most in demand by business and industry), **Peers, Inc. empowers young people to move from subsidy to self-sufficiency and to establish themselves as tomorrow's successful leaders in business.**

Peers, Inc. objectives are accomplished within the context of four core programs. **These programs possess a strong appeal for at-risk youth by providing a positive forum for students to build on their life experiences and to tap into their creative energies.** Students explore new dimensions of self and discover future directions through the following programs: 1) Environmental Corps, 2) Multicultural Arts Corps, 3) Cultural Warriors Theater Troupe, and 4) Entrepreneurial Corps.

The learning methodology consistent throughout these Corps programs is **project-based education.** This methodology invites students to learn through application and to apply what they learn. Project-based education, with its emphasis on teamwork, allows students positive opportunities to take risks within the learning process and to approach learning through active, hands-on involvement.

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## **Certificate of Initial Mastery**

The number one recommendation made in the report, America's Choice: High Skills or Low Wages! prepared by the National Center on Education and the Economy, was to establish new national educational performance measures, benchmarked to the highest standards in the world, to be met by all learners by age 16. This assessment system would establish objective standards for students and educators, motivate students by providing them with an applicable and marketable education, and give employers an objective means to assess the capabilities of job applicants.

Under this plan, students would be awarded a Certificate of Initial Mastery after passing a series of performance-based assessments. This Certificate would certify their labor market readiness and a mastery of the basic skills necessary for high productivity employment. It would also ensure that every student leaving compulsory education has demonstrated the ability to read, write, compute and perform at world-class levels in core subjects. Students would also have exhibited the capacity to learn, think, problem solve and work effectively alone and in teams. The Certificate of Initial Mastery would serve as a foundation for advanced forms of education or training.

In 1992, Governor Ann Richards awarded the American Institute for Learning a major contract from the Wagner-Peyser funds to establish, along with other objectives, the Certificate of Initial Mastery in Texas. With the support of the Chair of the State Board of Education, Jeana Woolley; the Superintendent for the Office of State Board Relations, Joyce Holmes Benjamin; the Texas Education Agency and its Commissioner, Skip Meno; and Director of Education Policy of the Governor's Office, Sonia C. Hernandez; the American Institute for Learning will become the pilot project for the state in the implementation of the Certificate of Initial Mastery.

## **Education**

**Basic educational skills are the foundation for employment success, particularly in our increasingly competitive, high-tech global marketplace.**

**The reality of education, however, is that a large portion—often as high as 25%—of America's population does not complete high school, let alone acquire additional educational or skills training. These are often the individuals and families who become caught in the cycle of dependency.**

**To escape this intergenerational cycle, families and individuals in crisis must become equipped with the educational and employment skills essential to economic self-sufficiency. They must also receive these services in a comprehensive, integrated manner which takes in consideration the multiple needs, such as housing and child care, they face.**

**We propose to provide educational services ranging from teaching adults to read, to helping dropout youths and adults complete their education, attain a G.E.D. or Certificate of Mastery, and prepare for college. In order to best meet the needs of this population, educational services are self-paced, open entry/open exit allowing for accelerated learning. They are also competency-based ensuring mastery of one level before the learner moves to the next level.**

**Because individuals have different learning styles, our educational services incorporate a variety of learning tools and techniques. These include project-based learning, computer-assisted learning and volunteer tutors.**

**All educational services are integrated with employment and comprehensive human services to help learners move quickly from subsidy to self-sufficiency. This is essential if we are to produce a skilled workforce equipped to provide for themselves and their families.**

AIL

**AMERICAN INSTITUTE FOR LEARNING**

**VALES MANAGEMENT, INC.**

VMI

# OVERVIEW

AMERICAN INSTITUTE FOR LEARNING

Creative Rapid Learning Center ~ American Institute for Learning is a non-profit comprehensive human-services and employment-training organization based in Austin, Texas, providing direct educational services to public-school dropouts and adults lacking basic skills. Our mission is to empower individuals to become productive, self-sufficient citizens through a holistic approach incorporating innovative learning, personal development and economic opportunities.

Begun as a jail arts project in 1976, AIL was the first program in Austin to recognize the needs of those individuals neglected by our education system. AIL began its groundbreaking programs 1978 when it established the Creative Rapid Learning Center (CRLC), Austin's first program to serve high-school dropouts (before dropouts became a national focus) and the first to offer undereducated adults alternatives to welfare or crime. Our goal is to enable the most at-risk individuals to become participants rather than recipients, moving quickly from the welfare rolls to the job rolls, from subsidy to self-sufficiency.

In 1985, AIL was the first alternative employment-training program west of the Mississippi to implement the Comprehensive Competencies Program (CCP), an integrated, multimedia, computer-assisted learning program now widely used across the United States. AIL's success with CCP created the template for the current one hundred plus sites located in Texas alone. Recognized as an employment-training model program, AIL was named one of eight exemplary education-for-employment programs by the President's Commission on Employment Policy.

AIL operates programs empowering at-risk children, youths, adults and families, the majority of which are minorities and women. AIL programs contain a core of self-paced, audio- and computer-assisted academics surrounded by a host of comprehensive human services. Working together, they are designed to fully address the challenges faced by our participants. What makes AIL's programs so successful and so innovative is that they focus on the person or family as a whole. Upon entry, each participant is assessed for academic, job, support (food, clothing, housing), health, dental, child care and counseling needs. Teaching, job placement and support staff meet to discuss these individual needs. A specialized plan is developed and implemented for each situation. This recognizes and focuses on the needs of the whole individual, as well as those of society, threads through all of AIL's programming. Over 80% of AIL's youth and adults achieve a GED, secure unsubsidized employment, and/or complete job-readiness training.

Last year AIL served 654 participants. Of these participants, approximately 52% were Hispanic, 35% were African-American, and 13% were Anglo. AIL has a firm commitment to recognizing, respecting and learning from the rich and varied cultural wealth represented by this diverse population. In particular, the arts enrichment portion of the curriculum focuses on and encourages cultural expression and sharing through art, poetry, and video.

While AIL teachers are all Texas Education Association (TEA) certified, some possessing masters degrees, because we are a GED-oriented organization and not a diploma dispensing organization, accreditation is not required.

Upon completion of the renovation of the new Family Empowerment Center, AIL expects to serve more than 800 families with holistic, integrated services designed to help them improve their lives by giving them the skills with which they can build self-sufficient futures.



# MISSION STATEMENT

AMERICAN INSTITUTE FOR LEARNING

*To empower individuals to become productive, self-sufficient citizens through a holistic approach incorporating innovative learning, personal development & economic opportunities.*

We shall commit to the process of enabling people to overcome the multiple obstacles which have prevented them from reaching their full potential, using the best curricula and the best tools, based on a comprehensive philosophy that respects the dignity and potential of every person and every family.

We shall create a unique and nurturing environment, leveraging opportunities, tools and people into a human investment center—people moving off the welfare rolls onto the job rolls.

We shall transform warehouses into learning centers, and storage facilities shall become family centers of health and employment training.

We shall take empty spaces and fill them with the proud and joyful songs of people who are getting a head start on the future that America needs.

Richard Halpin, Founder/Chief Executive Officer

## RECOGNITIONS

- Texas Department of Commerce, Model Program, 1993
- Office of the Governor of the State of Texas, Major Recipient of Wagner-Peyser Funding, 1992
- U.S. BASICS, Nominated one of ten National Centers of Excellence, 1992
- Texas Department of Commerce, sole Texas nominee to U.S. Department of Labor for prestigious LIFT (Labor Investing for Tomorrow) National Award, 1991
- Austin/Travis County Private Industry Council; Exemplary Program, 1991
- ABC Morning News, Model Program addressing challenges of at-risk youth, 1989
- President's National Commission on Employment Policy, Exemplary Program, 1988
- U.S. Basics, the Charles Stewart Mott Foundation and IBM, National kick-off site for ten-site national initiative for in-school alternative educational programs, 1988
- IBM, National Study Partner to develop courseware and to evaluate hardware, 1987
- Texas Interagency Collaboration Committee for Youth, State Model Program, 1981
- National READ Project, YMCA's Juvenile Justice and Youth Employment Division  
University of Washington at Seattle, National Clearinghouse on Youth Programs,  
National Model Program, 1979-1982
- First site west of the Mississippi for the Comprehensive Competencies Program, now a highly successful, integrated multi-media literacy and educational package now used in 100 sites in Texas alone, 1985



# DIRECTORS & FELLOWS

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# WHAT THEY SAY...

AMERICAN INSTITUTE FOR LEARNING

*The American Institute for Learning has a ten-year track record of effectively moving people from subsidy to self-sufficiency. Dropouts, homeless, prisoners, welfare folks, illiterates, project dwellers — our toughest populations have a real chance for self-sufficiency.*

**Ann W. Richards, Governor, State of Texas**

*I am impressed with the accomplishments of the American Institute for Learning and am supportive of innovative strategies such as this that are effective in enabling students to develop useful skills and advance in their lives.*

**Phil Gramm, United States Senator**

*Programs such as yours can serve as models not only for similar efforts across the country, but also for state government here at home.*

**John Sharp, Comptroller of Public Accounts, State of Texas**

*Considering AIL's excellent reputation in the area of at-risk youth programs, I am confident that any funds they receive would quickly result in more quality service to the community.*

**Gonzalo Barrientos, State Senator, District 14, Senate of the State of Texas**

*For thirteen years, AIL has been developing and implementing programs to relieve this situation. Their efforts to empower youths through job training and education are just the kind of successful enterprise the Austin community needs.*

**Wilhelmina Delco, Speaker Pro Tempore, Texas House of Representatives**

*AIL's efforts to reach youth who have dropped out of school, providing them opportunities to earn GEDs and receive job training, have been remarkable in achieving an 85% success rate.*

**Elliot Naishtat, State Representative, District 49, Texas House of Representatives**

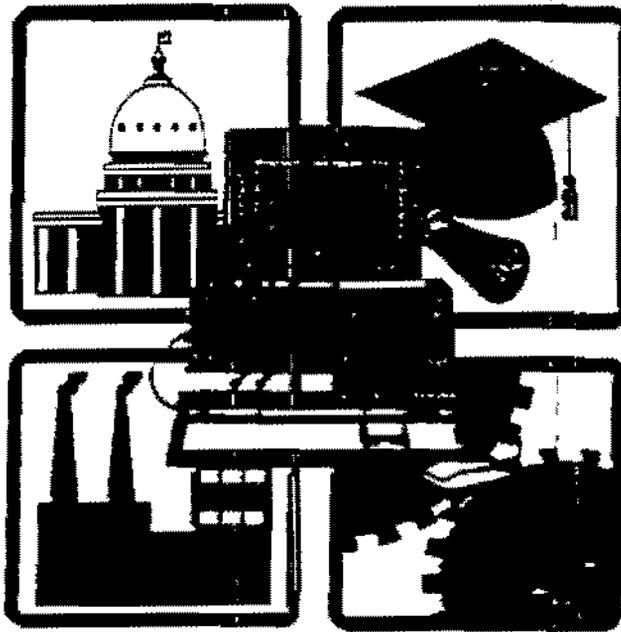
*Programs such as yours are essential to improving the state's services for at-risk Texans as well as rebuilding the state's workforce.*

**Mary Scott Nabers, Commissioner, Texas Employment Commission**

*AIL's enterprise in working with this hard-to-serve population will result in a successful endeavor that will address a critical problem being faced by the Austin community today.*

**Bruce Todd, Mayor, City of Austin**





Report on the  
Smart Jobs Model Development

State Job Training Coordinating Council  
Smart Jobs Task Force

Texas Department of Commerce  
Workforce Development Division

Texas A&M University, College of Education  
Department of Educational Human Resource Development

February 1993

## Smart Jobs Training Plan - Model Development Report

### Introduction

In the third task of the *Smart Jobs Training Plan* contract with Texas A&M University, the State Job Training Coordinating Council (SJTCC) and the Texas Department of Commerce (TDOC) requested that the Texas A&M researchers visit five existing job training programs around the state and identify ongoing activities which seem to exemplify the smart jobs strategy. The concept for the task was that the researchers could find approaches these agencies take which might serve as models for other agencies embarking on a smart jobs training strategy. In order to gain a more complete understanding of each of the agencies, it was determined that on-site visits would be necessary.

SJTCC and TDOC identified five agencies for the project and sent each a letter of introduction for the Texas A&M research team. Heads of the five agencies were provided a written explanation of the nature of the research and told that Texas A&M team would be conducting the research independently of any other SJTCC or TDOC evaluations. The five agencies selected for the study are in Houston, Corpus Christi, San Antonio, Belton, and Austin. Texas A&M contacted the agencies and arranged for the site visits to be conducted in January 1993.

The agencies were asked to provide background information to Texas A&M prior to the site visits including an overview of agency projects, an organization chart, a budget summary, and a summary of activity or performance levels. The background material was used to familiarize the researchers regarding the varying missions and scope of the agencies and as a starting point for the on-site interviews. The actual itineraries of the site visits varied but each site visit included four common elements:

- Interviews of agency administrative staff
- Interviews of front line workers
- Interviews of agency training clients
- Guided tours of agency facilities

Throughout each site visit, researchers noted the interviewees' responses and the interaction among participants and as much of the organizational atmosphere as was observable in such brief visits. The attitudes of the research team were as nonthreatening as possible, especially with agency clients. The researchers were interviewing people who had not, for the most part, been briefed on the purpose of the meetings in advance. Every effort was made to emphasize that the study was not an audit or performance appraisal of any kind. The on-site visits were not evaluative except in noting and further investigating those activities which seemed supportive of the smart jobs strategy.

## American Institute for Learning, Austin, Texas

### Work Force Development Program Category

Enthusiasm at the American Institute for Learning is contagious. Located in downtown Austin, the American Institute for Learning (AIL) offers a dramatic contrast to the other organizations visited in the course of this study. First, there is the critical mass of adult learning activity at AIL's Creative Rapid Learning Center (CRLC) on Congress Avenue. Then one encounters the sense of urgency and mission from AIL's highly focused executive director and staff. The mission, individual empowerment through economic self-sufficiency, is not unusual but the methods certainly are. In the *Smart Jobs Training Plan* categories, AIL would have to be categorized as a Public Awareness Initiative and an Intervention System for Groups with Special Needs.

Nowhere else in the five sites visited by the Texas A&M research team was the philosophy of empowerment so forcefully stated or so innovatively pursued. Even AIL's graphic logo, a choice of prison or education, illustrates a philosophy of transformational learning. Unfortunately, part of the AIL energy has been diverted during the capital campaign for building funds. However, creating the proposed Family Empowerment Center in an existing downtown warehouse structure is part of the strategy. When the 30,000 square foot warehouse is expanded and fully utilized, like the CRLC is currently, the impact on Austin's disadvantaged population could be enormous. AIL's focus is on the dropout population, providing a holistic array of learning experiences "to help people move from subsidy to self-sufficiency."

### Discussion of Findings

AIL information describes six programs operated by the nonprofit corporation, the CRLC day, evening, and summer programs, the Skills Connection, Parent-Child Connection, and the Personal Development Center. The Personal Development Center was previously a more integrated service delivery, with AIL staff colocated with private industry council (PIC) and welfare staff. Colocation continues at the CRLC with other service providers. Funding is a collage of public and private sources, another AIL organizational strategy. AIL support from the private sector reduces single source funding vulnerability.

Since AIL is a contractor of the Austin PIC rather than a direct recipient of Job Training Partnership Act funds, it has little opportunity to implement the kind of seamless delivery anticipated by the *Smart Jobs Training Plan*. AIL administrators are concentrating on the mission, however, and continue to implement elements within their reach, such as TDHS assistance, transitional housing assistance, public health screening and assistance, evening

on-site child care, and ease of access. The heart of the CRLC is teaching clients to be excited about learning and becoming self-sufficient.

The AIL strategy of purchasing space in downtown Austin serves clients by locating AIL at the hub of the Austin transit system, making access convenient for their clients from mainly east and south Austin. The CRLC day program serves dropout youth in literacy, GED preparation, and innovative programs such as the environmental corps, cultural creativity, and volunteering with Habitat for Humanity. The CRLC evening program focuses on adult development and the CRLC summer program targets at-risk youth. AIL's Parent-Child Connection serves the children of participants while the Personal Development Center serves Austin's single mothers receiving aid for families with dependent children. The Family Empowerment Center is envisioned to include the first major child development center in downtown Austin.

An example of AIL's innovation is the Cultural Wealth program. Participants have formed a creative group called Cultural Warriors who write and produce dramatic presentations in the AIL facilities. AIL participants have also painted murals and worked with AIL research and development staff on interactive videodisk programs about drug addiction and recovery. The research and development staff is building a multimedia computer lab in the warehouse structure where AIL clients will learn high tech multimedia skills easily transferable to the types of jobs anticipated in the *Smart Jobs Training Plan*. The creative learning elements of AIL's programs provide an avenue, and a motivation, for hard to serve clients to benefit from the smart jobs strategy.

Another example of innovation is the involvement of AIL participants in volunteering with Habitat for Humanity. Habitat constructs single family housing for low income families who are willing to help construct and pay for the houses. AIL discovered that, while assisting in Habitat construction projects, GED students learned math skills, and the kind of cooperative and communicative skills described in the SCANS report. Additionally, AIL volunteers grow in self-esteem by participating in a Habitat's worldwide self-help program for families needing housing. An upcoming Austin Habitat project with AIL includes building a *green* house, a more environmentally sensitive design for low income housing.

The new Habitat project will involve donations from the City of Austin and the Austin Independent School District. It integrates learning with another AIL innovation, the Environmental Corps. AIL participants have been learning science by doing environmental testing and working with inventors developing inexpensive new water quality testing devices. In cooperation with City of Austin personnel, AIL students learn water quality testing and have been monitoring local conditions for the City. This project supplies AIL youth with hands-on learning experiences and visible learning outcomes while instilling in them a sense of public purpose. It also trains disadvantaged Austin youth for the kind of jobs envisioned by the Clinton administration and by the *Smart Jobs Training Plan*.

## Smart Jobs Training Plan - Suggested Model Development Elements

While scanning organizational background material and spending a few days in the field admittedly falls short of most academic research, the model development site visits added depth to a rich supply of qualitative data derived from seven days of *Smart Jobs Regional Forums*. Analysis of the full breadth of participant input and researcher observation during the contract has allowed Texas A&M researchers to identify several themes which have emerged during the six-month study. Many of these mesh with the recommendations made to the Governor by the State Job Training Coordinating Council in the *Smart Jobs Training Plan*.

### Integrated Service Delivery

The concept of integrated service delivery, with consolidated intake, assessment, computer data bases, and coordinated case management is achievable today, given the necessary level of commitment on the part of the State of Texas. A concerted effort to overcome inhibitions which stem from federal rules and performance measures will likely find more receptive audiences in Washington in 1993. Such barriers may be short lived considering the attitude of the new administration toward state government in general and the provision of social services in particular.

Creating a common vision at the state level will require that state agencies have the clients' rather than their own best interests in mind as they formulate strategies for consolidation. "One-stop shopping" is a useful concept for customer service in social service assistance and personal or vocational development. Its limitations seem to be based on interagency competition at the highest levels rather than at the local level, although some local conflict was also found even in the model sites.

Again, the key determinant of success is a customer service orientation from the top down and throughout the organization. Case management, including intake and assessment, is a service the clients value. It is interesting to note that, in the model organizations, case managers communicate with their colleagues in other agencies, even when they are across town. Proximity of front line workers and counselors, as in instances of colocation, certainly encourages collaboration and promotes seamless delivery and sensitivity to individual client needs.

An strong underlying foundation exists in Texas social service agencies which prevents the currently fragmented delivery system from collapsing entirely. That foundation is formed by the thousands of dedicated and concerned administrators, case managers, and support staff who do the daily work at the local level. The study found that the professionals in the regional forums and in these model agencies are well educated and highly motivated individuals who truly care about the future of their clients and of the State of Texas.

### Professional Development

A theme which emerged from the field research and from the regional forums is that there is a commitment to continuing professional development on the part of administrators and case managers at the five model sites. All of the model agencies provide frequent in-house training or encourage employees to attend conferences and professional development opportunities. One administrator, a national officer in a professional association serving social services professionals, suggested that more formal networking is needed among the thousands of professionals in Texas. He urged the establishment of a state level training institute outside of Austin, perhaps at Texas A&M, with some thought to future credentialing.

An important aspect of this element of the model is that professional networking will spotlight the best practices and standards of professional ethics among Texas agency case managers and front line workers. Continuing education provides more than technical skills, it promotes reflective practice, enhances the self-esteem of practitioners, and provides a statewide network for information dissemination. Professional development among the work force development and social service workers is a hallmark of model agencies.

### Customer Needs

Another hallmark of successful agencies is that they are attuned to the needs of the special populations they serve. Economically disadvantaged Texans must be nourished, housed, transported and their children cared for while basic or vocational education takes place. Integrated service delivery and professional work force staff development are meaningless if basic human needs are not first met. Maslow's hierarchy of needs is a useful concept when considering the fundamental nature of public assistance during remedial education and job training, especially when the goal is longer term preparation for high skill, high wage jobs.

The model agencies visited in this research and the comments of clients at the regional forums confirm that public assistance with food stamps, child care, transportation, housing, and life skills cannot be overemphasized. The integrated service delivery model must include a "no wrong door" strategy, seeking to provide benefits to those who are eligible and to eliminate the stigma often attached to public assistance. It must also recognize that another major part of the job training arena involves Texans who are not welfare recipients but simply displaced or unemployed as a result of realignments in business or the market economy. Their needs, especially for counseling and transitional support are also primary. A model work force development agency provides the kind of individualized customer service which accommodates any customer need and provides the appropriate level of assistance to resolve the problem and facilitate training for self-esteem and self-sufficiency.

### School to Work Transitions

A recurrent theme among participants in the regional forums and at the research sites was the importance of providing life skills, and on the job training (OJT) for in-school youth. The same concept seems to hold for other people in the basic and vocational education process. Apprenticeships and other work site experiences provide a medium for teaching job retention skills and offer opportunities to enhance self-esteem and empowerment. The cohort group approach is worth further exploration as a methodology for peer tutoring, such as the CTPIC in-school cohort and the Project Quest allied health cohorts, and helps participants of any age learn through sharing their experiences.

### Business/Governmental Partnership

The *Smart Jobs Training Plan* calls for a higher level of private sector involvement in the work force development process. The plan recommends drawing on excess capacity in private sector human resource departments and showcasing excellent corporate training programs. While those partnerships would be valuable, other opportunities are apparent from the research. The State of Texas should also encourage private sector involvement in innovative approaches, like the AIL's research and development of interactive videodisk teaching, teaching basic science and math, through construction technology, and the many applications of computer aided instruction in the other model agencies. The private sector has technology which is readily transferable to innovative instructional design.

The private sector would benefit not only through advances in their own customized training but in establishing linkages through technology transfer programs, providing meaning to learning where learning can change lives. Additionally, telecommunications which are everyday tools in the private sector could dramatically enhance the ability of agencies to connect disadvantaged and hard to serve people to the modern world. Just as trips to local museums have impacted the lives of Houston Works GED students, telecommunications can take disadvantaged people on electronic field trips anywhere in the world.

The public sector can provide successful completers from JTPA and other programs with easier access to state and local government jobs. Throughout the regional forums and research, examples were abundant where people had received training and had then been hired by the agency or some related organization. Del Mar College has hired GED graduates from WDC. AIL has hired some of their own graduates. CTPIC has placed in-school youth with COG member governments.

If these work force development programs are truly effective, the state should be willing to provide incentives for filling state and local government jobs with the graduates. The Texas A&M researchers heard comments throughout the course of the study about

difficulties experienced by clients seeking public sector jobs. There is no centralized employment system for State of Texas positions, even those concentrated in Austin, where graduates of these programs pursue jobs. **High skill, high wage jobs are not limited to the private sector.** Part of the smart jobs strategy should be to develop a user-friendly system of employment for public sector smart jobs.

The AIL's innovative Environmental Corps learning with water quality devices provides another example of the potential of private sector involvement. Through hands-on projects, disadvantage youth can view their local government, and the products of local industry, from an entirely new point of view. The public and private sectors can supply surplus equipment and resources to provide participants with tangible outcomes and practical job skill development. Adults learn best when they can see some practical application of their learning, like measuring and calculating materials for the Habitat house construction. The public and private sectors can create and enhance opportunities for applications of basic knowledge.

### Need for Future Research

The focus of this brief study has been the *Smart Jobs Training Plan* for Texas but the issues addressed in the *Smart Jobs Regional Forums*, the Private Industry Council leadership focus group, and the model development site visits go well beyond the implementation of the smart jobs strategy. It would be short sighted to believe that the smart jobs strategy alone can resolve the overwhelming social impacts of delayed educational reform. Much of the state's work force development problem can be traced to the need to make elementary and secondary public education innovative, effective, and sensitive to the human needs of special populations of Texans.

Internal Revenue Service  
District Director

Department of the Treasury

Date: MAR 28 1984

Our Letter Dated:

Person to Contact:

EO Technical Assistant

Contact Telephone Number:

(214) 767-3526

American Institute for Learning  
1159 Navasota  
Austin, Texas 78702

74-2197942

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization which is not a private foundation until the expiration of your advance ruling period.

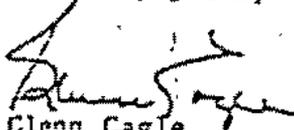
Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Internal Revenue Code, because you are an organization of the type described in section 170(b)(1)(A)(vi). Your exempt status under section 501(c)(3) of the Code is still in effect.

Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, a grantor or a contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) organization.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

  
Glenn Cagle  
District Director

## Mirabeau Family Learning Center

4302 Haik Drive  
New Orleans, LA 70122

Contact Person: Michael Vales, President & Founder, (504) 488-6286  
Leroy Divinity, Program Director, (504) 282-5559

### MISSION

To promote the acquisition of competencies that support and strengthen family and individual functioning, to enhance a personal sense of self-reliance and self-efficacy, and to encourage the use of these skills and competencies for the improvement and continual development of the community and its members.

### RATIONALE

We all recognize that knowledge is important if effective functioning is to be achieved, however, knowledge of information is irrelevant without functional knowledge of how to use it. Even declarative and functional knowledge is insufficient without a secure belief in self that helps a person feel secure in risk and expectant of success. Consequently, any service which seeks to strengthen an individual or family must seek to impart not only information and know-how, but self-reliance and a sense of self-efficacy. Individuals and families must be empowered to set goals, plan a mode of action to achieve that goal, and be able to confront and solve problems and barriers which arise in the process.

Mirabeau Family Learning Center  
Goals and Objectives

**Adults:**

**Goal: To support adults in their mastery of the competencies and acquisition of knowledge to improve their abilities to perform tasks at work, in the home, and/or in the community by:**

- (a) Meeting with adults one-on-one to set goals in the area of competency adults would like to master;
- (b) Creating plans to achieve the agreed-upon goals including affective components (knowledge of self--e.g. personal empowerment), cognitive (acquisition of skills and knowledge)and behavioral (effective use of cognitive and affective skills in the particular goal-area).

**Cognitive:**

- (1) Preparation for the GED,
- (2) Reading, language, or math skills,
- (3) Computer-related software skills (e.g. wordprocessing, spreadsheet, and database),

**Behavioral**

- (4) Job-skills,
- (5) Effective communication skills,
- (6) Parenting skills,
- (7) Social skills,
- (8) Problem solving skills,
- (9) Life-management skills,

**Affective**

- (10) Personal self-efficacy
- (11) Unresolved personal issues

Mirabeau Family Learning Center  
Goals and Objectives

School-Age Students

Goals: To promote a positive attitude toward school and learning by:

- (a) reinforcing information taught in school with one-on-one tutoring and computer-assisted supplemental lessons;
- (b) optimizing use of study time by demonstrating effective ways to study and read;
- (c) enhancing the probability of success by displaying a presence in the school, showing personal interest in their achievements, monitoring attendance and completion of homework and other assignments;
- (d) improving communication between home and school by keeping parents informed of the child's progress at center and at school by bimonthly meetings with parents;
- (e) stimulate the desire to learn by exposing students to various cultural and educational experiences in and around the community;
- (f) promote a high sense of self-efficacy and self-esteem by means of workshops and activities

Goal: To strengthen individual's personal empowerment and sense of self to equip them with the information and strategies to make appropriate decisions concerning drug use, negative peer pressure, sexuality, and other life-choices.

- (a) Enhancing personal sense of self-efficacy
- (b) Exploring career and life opportunities and create action plan for realization
- (c) disseminating information on drug abuse, drug use, drug dependency, and allow students to discuss the issue and how it would impact them.
- (d) distributing information and discussing issues of teenage pregnancy and AIDS education.

Mirabeau Family Learning Center  
Goals and Objectives

Goal: To nurture and support individuals in their development by providing activities and workshops specific to a child's developmental needs:

- (a) High School Students: Providing career planning, ACT/SAT preparation,
- (b) Jr. High/Middle: Providing activities in a variety of areas, to expose students to a wide field of interests, sponsor "camps" on a variety of topics
- (c) Elementary: To expose children to a variety of experiences and places in and around the community to help them to understand and appreciate the world around us.

Preschool Children-Birth to four

Goal: To empower families to be the child's first and best teacher

- (a) Enhance families' capacity to foster the child's development by improving knowledge of child development, nutrition, and parenting skills designed to foster child's early cognitive, affective, and functional abilities by means of home visits and workshops;
- (b) Improve families capacity to monitor the child's development by showing parents how to identify any developmental delays in motor, language, speech, thinking, social, or self-help skills;
- (c) Optimize parent-child interaction by sharing ways that parents can interact with their child to develop their communication and early literacy skills, to foster the development of self-esteem, self-regulation, and problem solving skills.
- (d) providing group activities for toddlers and preschoolers along with discovery centers including a computer station to foster social skills, thinking skills, understanding of spatial concepts, etc.

**KEY STAFF QUALIFICATIONS**

Experience

Vales Management, Inc.  
Position: President

1980 - Present

Description of Services: Vales Management, Inc. is engaged in the business of advising clients in the areas of Federal Housing Programs, property management and maximizing private and assisted housing development investments and effectiveness through implementation of the Comprehensive Services Model. Vales created the Comprehensive Services Model which is designed to provide affordable housing, functional and basic skills development and family development through Learning Centers for low and moderate income families. Vales works closely with federal and state agencies to raise funds for unit rehabilitation, and implementation and operation of this program.

List and Description of Projects.

1. Mirabeau Learning Center  
Mirabeau II Apartments

1990 - Present  
New Orleans, LA

Prepared successful multi-million dollar grant applications for Rental Rehabilitation and Special Purpose Grant funds for the rehabilitation of 140 units and construction and operation of an on-site Learning Center. 125 people were employed during one year of construction. Assisted owner and bank with construction administration, accounting, and compliance with federal regulatory requirements. Assisted owner in leasing efforts and management of Housing Assistance Payment Program contracts. Complete management and control of Learning Center operations and program development. Incorporator, Board Member and President of Mirabeau Family Learning Center, Inc., a non-profit corporation created to operate the on-site Learning Center and promote the Comprehensive Services Model.

2. New Orleans Service Center, Inc. (NOSCI)

1991- Present  
New Orleans, LA

Incorporator and Board Member of Non-Profit Corporation created to operate an on-site Learning Center at the Palmetto Apartments. Designed program goals and objectives, monitored Center's progress and established and implemented policy. Successfully raised over \$250,000.00 from the public and private sector, with the support of the NOSCI Board.

3. Palmetto Learning Center  
Palmetto Apartments

1988- Present  
New Orleans, LA

Prepared successful multi-million dollar grant application for Rental Rehabilitation funds for rehabilitation of 124 apartment units. Over 100 people were employed during one year of construction. Assisted owner and bank with construction administration, accounting, leasing, maintenance and compliance with federal programs during construction and occupancy phases. Maintained 98% occupancy from 1990 to the present. Obtained private and public support for construction and initial operations of New Orleans area's first on-site Learning Center as a component of the Comprehensive Services Model. Treasurer of Palmetto Learning Center, Inc. (1990-1991)

(List of Projects Continued)

4. Alice L. Vales Properties. 1979- Present  
New Orleans, LA

Complete managerial authority over 21 apartment units. Responsible for leasing, maintenance, promotion, compliance with Housing Assistance Payments Program, and accounting. Track tenant status through the certification, inspection and lease-up phases of the Program.

Education

Loyola University New Orleans, LA

Degree: Bachelor of Business Administration, Marketing 1988  
Concentration in Management.

Honors: Spirit of Loyola Award for Outstanding Leadership and Community Service 1984

Activities: Director Campus Ministry Retreat Program 1986

Professional Activities and Honors

Metropolitan Area Committee; Housing Task Force 1989-1990

Mayor's Housing Summit. Committee Member 1992

Center of Workforce Development, Advisory Committee: 1992

Job Training Task Force of the New Orleans Economic Development Strategic Planning Committee. Mayor's Economic Development Department

New Orleans Service Center, Inc. Board Member 1991-1992

Palmetto Learning Center, Inc. Treasurer. 1989-1991

Metropolitan Area Committee; Metropolitan Leadership Forum. 1991

Executive Leadership Institute of the National 1991

Forum for Black Public Administrators,

The University of Texas, Lyndon B. Johnson School of Public Affairs. Programs initiated by Vales Management were selected for presentation and discussion at the Forum.

Recognition of Palmetto and Mirabeau programs as two of five national 1992

"housing-linked" programs by Marion Pines, Senior Fellow, Johns Hopkins University, in her 1992 report "Family Investment Strategies: Improving the lives of Children and Communities."

Recipient: Louisiana Jaycee's Outstanding Young Person Award. Metropolitan New Orleans chapter award and State-wide award. Nominee for National Outstanding Young Person award to be awarded Fall, 1993. 1993

# MIFRANDO SALCEDO OBACH

Revised 1/15/93

7606 Cohn St.  
New Orleans, LA 70118-5439  
(504) 866-1392

Department of Psychology  
Tulane University  
New Orleans, LA 70118  
(504) 865-5331; 865-5880

## EDUCATION

Ph.D., SCHOOL PSYCHOLOGY (in progress). Tulane University, New Orleans, LA (1989 to present).

M.S., SCHOOL PSYCHOLOGY. Tulane University, New Orleans, LA (1993).

M.A., COUNSELING & PSYCHOLOGICAL SERVICES. Saint Mary's College, Winona, MN (1979).

B.S., (SUMMA CUM LAUDE), GENERAL SCIENCE. College of Santa Fe, Santa Fe, NM (1975).

Honors: Presidential Award for Chemistry  
Who's Who in American Colleges & Universities

## PROFESSIONAL AND WORK EXPERIENCE

Teaching Assistant, Department of Psychology, Tulane University (1991 to present).

Research Assistant, Department of Psychology, Tulane University (January-December, 1990). Administered 3-hour neuropsychological test battery to diabetic and nondiabetic children under an NIH research project. Clarissa Holmes, PhD (Director).

Instructor, Department of Psychology, Tulane University (Summer 1990). Taught undergraduate course on adolescent psychology.

Training Director, La Salle House of Studies, La Salle Greenhills, Philippines (1985-1989).

Executive Director, Philippine Council for Global Education, Quezon City, Philippines (1985-1987).

School Supervisor, John Bosco School, Surigao del Sur, Philippines (1982-1984, 1987-1988).

Principal, La Salle Academy, Iligan City, Philippines (1981-1984).

Teacher/Counselor, The Saint Paul's School, Covington, LA (1975-1981).

Teacher, Saint Michael's High School, Santa Fe, NM (1975).

**SUPERVISED PRACTICUM EXPERIENCE**

Traineeship in school psychology (December 1992 - May 1993). Apprenticeship as a school psychologist for the St. Bernard Parish school district's special services division. Debra Duhe, Ph.D. (Supervising Psychologist).

Training in group therapy (May-August, 1992). Worked as co-therapist for the boys' group of the substance abuse unit of the New Orleans Adolescent Hospital. Harold B. Coco, Ph.D. (Supervising Psychologist).

Practicum in clinical intervention strategies (February-April, 1992). Assigned to administer psychological evaluation of newly admitted inpatients, responsible for individual therapy of assigned client, and worked as co-therapist in assigned group therapy at the New Orleans Adolescent Hospital's substance abuse unit. Harold B. Coco, Ph.D. (Supervising Psychologist).

Practicum in personality assessment (January-May, 1991). Administered personality tests (MMPI, Rorschach, TAT, Sentence Completion, Kinetic Family Drawing, Clinical Interview) to volunteer students from area private schools. Clarissa Holmes, Ph.D. (Supervising Psychologist).

Practicum in behavioral assessment and therapy at the St. Bernard Parish school district (January-May, 1990). Responsible for the assessment and therapy of two adolescents referred to special services by the respective schools for one semester. Laurie Olsen, Ph.D. (Supervising Psychologist).

Practicum in cognitive assessment (January-December, 1990). Administered a battery of tests (WISC-R, GORT-R, WRAT, Sentence Repetition, Rey Auditory-Verbal Learning Test, Color Span Test, Grooved Pegboard, Judgment of Line Orientation, and Visual-Motor Integration Test) for twelve months as part of an NIH research project. Clarissa Holmes, Ph.D. (Supervising Psychologist).

**PUBLICATIONS**

Holmes, C., Dunlap, W., Chen, R., Cornwell, J., Weissman, L., Obach, M., & Frenz, J. (1992). Anomalous factor structure on the WISC-R for adolescents with insulin-dependent diabetes mellitus. Journal of Clinical and Experimental Neuropsychology (Abstract), 14, 111.

## PAPER PRESENTATIONS

Obach, M. S. & Moely B. E. (1993). Does metacognition about study activities predict motivational orientation in school-age children. Paper presented at the annual convention of the American Educational Research Association, Atlanta, GA.

Obach, M. S. (1992). The relationship between metacognition and achievement-related motivation: Cross-cultural issues and educational implications. Paper presented at the First International Education Conference, University of Cincinnati, Cincinnati, OH.

Obach, M., Fleming, S., Werdenschlag, L., & Moely, B. (1992). The relationships between metacognition and motivation in children's school-related activities. Paper presented at the national convention of the American Psychological Society, San Diego, CA.

Fleming, S., Cornwell, J., Tonglet, J., Cassell, K., Obach, M., Respass, D., Deichmann, M., Poche, M., & Moely, B. (1993). Developmental changes in the factor structure of a self-report measure of study activities. Paper presented at the annual convention of the American Educational Research Association, Atlanta, GA.

Holmes, C., Dunlap, W., Chen, R., Cornwell, J., Weissman, L., Obach, M., & Frenz, J. (1992). Anomalous factor structure on the WISC-R for adolescents with insulin-dependent diabetes mellitus. Paper presented at the International Neuropsychology Society meeting, San Diego, CA.

## PROFESSIONAL AFFILIATIONS

American Psychological Association (Student Affiliate).

International Society for the Study of Behaviour Development (Student Affiliate).

World Council for Curriculum and Instruction (1984-1990).

President, WCCI-Philippines (1988).

Board Member, WCCI-Philippines (1985-1988).

Global Education Associates (1984-1990).

## PROFESSIONAL ACTIVITIES

Member, Philippine delegation, Pan-Pacific Association for Private Education Conference, The Coast Plaza, Vancouver, British Columbia, Canada (1991).

Delegate, International Symposium on Peace, United Nations Church Center, New York, NY (1988).

NGO Coordinator, National Program for Peace, Department of Education, Culture and Sports, Philippines (1988).

Chairman, Program Committee, International Institute on Peace Education, Manila, Philippines (1987).

Coordinator, Asian Institute for a New World Order, Antipolo, Philippines (1986).

Delegate, International Institute on Peace Education, Columbia University, NY (1984).

Member, The Resource Group Think-Tank, Chateau Galoupet, Toulon, France (1984).

#### AREAS OF INTEREST

Metacognition and motivation; metacognitive interventions; neuropsychosocial models of substance abuse and addiction; motivational beliefs and health outcome; psychology of peace; peace education paradigms; global education and world order studies.

## **LEROY DIVINITY, JR.**

2460 Paige Janette Dr.

Harvey, LA 70058

(504) 347-2370

### **EDUCATION**

- 1991 - **Tulane University, Graduate School of Arts and Sciences**  
present Extended graduate studies  
Coursework includes Psychological Foundations of Education, Human Development & Personality, Public Opinion and Voting Behavior, and Categorical Data Analysis
- 1988 - **Harvard University, John F. Kennedy School of Government**  
1990 Master of Public Policy, June 1990  
Coursework includes Financial Management, Community Power, Decisionmaking & Education, Educational Reform, Program Evaluation, and Education & the Economy.  
\* Area of Concentration: Human Services, Labor and Educational Policy
- 1984 - **Loyola University, New Orleans, Louisiana**  
1988 Bachelor of Arts in Political Science, May 1988  
\* Distinctions: Cum Laude, Bailey Award for Top Male Graduate

### **PROFESSIONAL EXPERIENCE**

- 1993 - **Program Director**  
present Mirabeau Family Learning Center  
\* Assist in design of learning center programs  
\* Implement learning center programs  
\* Coordinate learning center activities
- 1990 - **Project Director**  
1993 Tulane University, Families and Classrooms Together (F.A.C.T.)  
\* Supervise parent education/early literacy program  
\* Facilitate program evaluation and research  
\* Manage three financial accounts  
\* Train staff on wordprocessing and spreadsheet computer applications

### **RESEARCH**

- 1992 **Jefferson Alliance of Black School Educators, Jefferson Parish, LA**  
Purpose: To assess the perceptions of teachers concerning career mobility of African-Americans  
\* Conducted focus group with teachers and administrators  
\* Designed and administered survey instruments
- 1992 **Families and Classrooms Together, Tulane University**  
Purpose: To examine the factors contributing to parent participation  
\* Utilized multiple regression analysis  
\* Facilitated focus group sessions with parents

1991

**Jefferson Alliance of Black School Educators, Jefferson Parish, LA**

Purpose: To identify critical child developmental issues for mentoring program targeting adolescents

- Reviewed literature on the role of significant others in adolescent development
- Examined mentoring programs from around the country

1990

**Jefferson Federation of Teachers, Metairie, LA**

Purpose: To evaluate the effects of academic eligibility policy on teachers and students

- Utilized statistical methods to assess the changes in eligibility rates
- Interviewed teachers and students

1990

**Harvard Assessment Project, Harvard University**

Purpose: To identify effective and ineffective teaching styles and practices

- Developed and administered survey instruments
- Developed a model outlining factors contributing to an effective learning experience

1989

**Jefferson Federation of Teachers, Metairie, LA**

Purpose: To formulate a plan for the effective recruitment of minority teachers

- Developed a stock-flow model of teacher entrance and exit from the school system

**INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR**

**CA 1130**

**ATLANTA, GA 30301**

**DEPARTMENT OF THE TREASURY**

Date: **JAN 21 1993**

**MIRABEAU FAMILY LEARNING CENTER INC  
4302 HAITK DRIVE  
NEW ORLEANS, LA 70122**

Employer Identification Number:  
58-2026306

Contact Person:  
ROBERTA VAN METER

Contact Telephone Number:  
(404) 381-0927

Accounting Period Ending:  
December 31

Foundation Status Classification:  
509(a)(1)

Advance Ruling Period Begins:  
November 17, 1992

Advance Ruling Period Ends:  
December 31, 1996

Addendum Applies:  
Yes

Dear Applicants:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

Letter 1045(GD/CG)