[MS-0397.002.009.016]

To: Social Action Committee, Archon Delotch Chair

Fm.: Development Committee, Archon Steppe Chair

Subject: Development Committees recommended Mission Statement/goals and programs for 1999-2000

In response to Sire Arcohn Houstons instruction that the development committee meet prior to the July 13th meeting of the Social Action committees to develop our mission statement, to review our current programs for inclusion and to propose a first year program for the committee to review and discuss.

The Development committee has had two meetings utilizing the skills of Archon Tucks to guide us through the development of proposed Mission, Goals and program development for the year. We were guided through a visioning exercise to reach our goal. The process consisted of developing cluster words to answer the question In the year 2001, what words (s) come to mind when asked about the work of the Boule' it must be:

*community oriented
*Community active
*Helping African-American youth advance their jobs
*Active membership
*Engage/Proactive in enhancing community
*Educate/mentoring--Mobilizing resources
*Like minds--modeling behavior
*Give back to community and those less fortunate
*Influence policy and decision makers
*Act as Elders!

We are recommending the following as the development Committees Mission Statement:

the mission of the development committee is to collaborate with other community resources to improve the quality of life of the undeserved community.....

The committee decided to draft guiding principles to structure how decisions and recommendations would be made. The following are the **Guiding Principles.**

1. Demonstrated need exist
2. Liaison with other organizations
3. Sub-Boule' consensus on activity
4. Is the impact broad in scope or does it provide specific community impact?
5. Collaborate and not compete

6. Do not exceed resources--Be effective
7. Be active in our commitments not just our checkbook "walk the talk"
8. Support organizations with similar ideals.
9. Follow through
10. "Watch the credits"
11. Synergistic efforts.

The committee reviewed the draft goals and did a **Mapping Exercise** to align the goals with the guiding principles leading to the following recommended goals for the Development Committee:

1. To lift the aspirations of our youth to its highest potential
2. Provide an educational/vocational safety net.
3. Leveraging resources of the community to best serve youth
4. Identifying problems and putting together people and with resources to solve them.
5. Identifying the assets in the community that provides programs aimed at improving the Community

Our next step was to review current programs and the recommendations made by fellow Archons.

Current Programs:

Links Achievers/Alpha Pi Scholarship

Oak Park Elementary Turn Around Program (TAP)

National Black Chemist/Chemical Engineers Educational Partnership

Educating Jalani and Jameli
"This is a program proposal approved by the Boule' presented by Archon's Moore/Porter to do a video taping of the Boule members addressing their personal careers, educational attainment and their individual formulas for success. The video would be available to a variety of institutions for use for career guidance and motivation for African-American students)
These programs are under the auspecies of the Community Service Support/Liaison Committee and require full participation by the entire Subordinate/Bolue'

The Development Committee received four programs for consideration.(see attached description of each)

We are recommending that the Social Action Committee invest in the development of the SIGNATURE PROJECT As proposed by Sire Archon Houston. If approved by the Social Action Committee Sire Archon Houston will prepare a two page or less summary of the program for further review.

SAT PROGRAM. Archon Chapman recommends that we engage a competent instructor to make available a 6 week study course to assist African-American students improve their scores and better compete for scholarships and acceptance to college.

The chairs of the Finance/fund raising and the Mapping/Assessment sub-committee are part of the Development Committee and participated in the development of the outcomes shown above. Archon Jones chair of the Mapping/Assessment committee held a meeting on July 8th and has begun the process of developing a short questionnaire aimed at African-American organization to see what programs are currently in operation that we could potentially collaborate with. A full report will come to the Development Committee for analysis and recommendations on next steps.

Archon Outlaws Finance/Fundraising committee has convened and is prepared to move forward once it is decided are our financial needs for program implementation.

In a short period of time we have moved forward with great enthausium knowing that our children are in desperate need of an infusion of programs and capable individuals willing to give of themselves both in time and financial resources to give them a fighting chance to be successful/. We are hopeful that our efforts meet your approval and await further instructions

Respectfully submitted

Archon Cecil H. Steppe

ATTACHMENT A

PROGRAM'S

signature project

Develop a literacy army that would include other Greek Letter Organizations, churches, professional groups, high school and college students, retired educators, engineers and business people. Basic theory is that if a child is not reading by the 3rd grade, is not read to and has no one to discuss with him or her, only one in fifteen will read at grade level in high school.

The best opportunity to influence our African-American children is to develop programs that will facilitate increased reading time and opportunities, outside of school.

SAT Program

The SAT exam is one of the most important exams that a college bound student will take. In today's highly competitive society scoring high opens doors to prestigious universities and increases financial aid and scholarship possibilities.

Proposal: Hire a proven instructor for a 6-week course. Secure the names of students from school counselors. They could be selected on the basis of having a high GPA a low PSAT score. A boule'' member could be assigned to each student as a mentor

Cramming for college

STAFF WRITER

The students in Larry Visconti's class at Crawford High in San Diego pored over rows of mathematical and vocabulary questions, bubble-form challenges on the path to the college of their choice.

A bright day was beckoning, but these students hunkered down in a windowless classroom going over algebraic equations and word lists, intent on raising their scores on the Scholastic Assessment Test, one of the indicators used by colleges to determine the entering freshman class.

The SAT tests students in math and language arts, with each section worth 800 points for a possible perfect score of 1600.

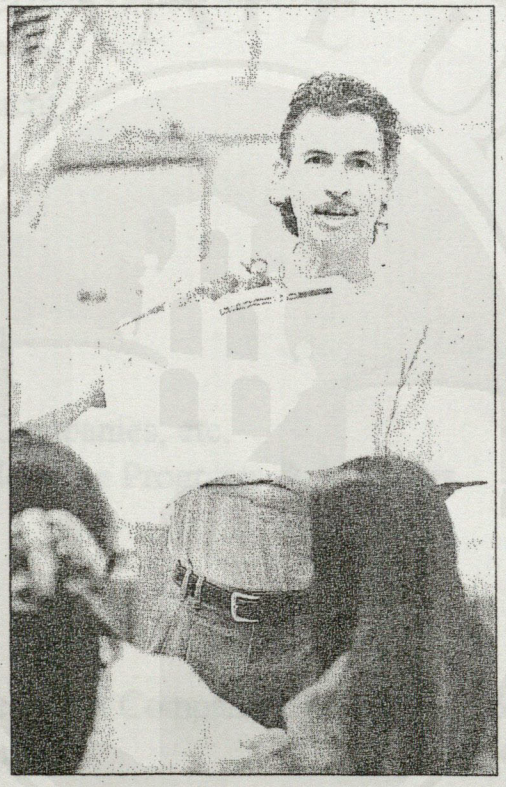
"I've been skipping football to come here," said Travis Maricich, 17, who plays offensive line on the Crawford football team and wants to log a score somewhere above 1000. This summer, he said, "I'll probably get in a study group with friends to go over flashcards and other things."

The three-week course is not through a private company such as The Princeton Review or Kaplan, which can charge between $700 and $800 for about 40 hours of test preparation.

This preparation program is home-grown, created three years ago by Jack Tierney, assessment coordinator with the county Office of Education. It has been used by about 5,000 students in San Diego County and in other parts of the state.

Tierney's idea was to reach students who do not have the resources to pay for a private SAT preparation course, with the instruction geared to help students who may not have taken geometry or other courses covered by the SAT. The entire course is budgeted at $4,481.75, with two teachers going over 60 hours of work with about 25 students. The cost has typically been paid by individual schools or districts.

Some schools, such as Vista High, now offer the course as part of the regular curriculum; others such as Escondido High School, as an elective. Usually, it costs the students nothing or a



Improve your word power: *Larry Visconti went over ways to build vocabulary with students in the SAT preparation class.*

around the state have started programs based on Tierney's curriculum.

Now an influx of funds from the state is making this program — and other SAT preparation courses — available to even more students. About $10 million will be distributed over the next five years to schools and districts that agree to pay one-third of the cost.

In the San Diego Unified School District, a part of the program's cost is paid through the Center for Research in Educational Equity, Assessment & Teaching Excellence, a research group based at the University of California San Diego.

Tierney's program takes an approach similar to that of the private programs. Students take three practice tests, former SATs that were approved for use because the endeavor is nonprofit. Students receive graphs that break down their scores into spe-

areas in which they need extra work.

Ed Lopez, outreach coordinator for CREATE, said the program is beneficial because it targets the students who need the most help, and because "it is quite extensive and gives feedback to individual students by helping them diagnose their problem areas." Scores from practice examinations during the three-week course, which ended this month, showed student gains of between 10 and 220 points from their initial test. Tierney said the average gain for all students this year was almost 80 points. Private programs say their gains are 100 to 150 points.

The effectiveness of such programs is debatable. A study commissioned by the College Board concluded that students who pay for private preparation courses showed minimal improvements: On average, students increased verbal scores by eight points and math scores by 18 points. Kaplan and Princeton Review representatives have assailed the study.

Undeterred by the College Board study, and buoyed by their scores through Tierney's program, many students said they would spend the rest of the summer juggling sunblock lotion with flashcards.

Meanwhile, the federal Department of Education's Office for Civil Rights is warning universities about relying too heavily on SAT scores because it can make them vulnerable to civil rights lawsuits. The SAT has come under attack by those who contend that it has a racial and sexual bias.

Studies show that whites score on average 100 points higher on the verbal and math parts than blacks and outperform Latinos as well, but by less. But some say the flaw is not in the test but in the educational preparation provided these students, and that this should be corrected.

Buoyed by thei scores through a home-grown program, many students say tl will spend the rest of the summer jugglii sunblock lotior with flashcards

Despite the philosophical debate, the students in Visconti's class are playing it safe by working to improve their scores.

Quynh Nguyen, 17, posted a 1210 on his best SAT practice exam and said he would spend the summer working his way up to a 1300. His weak spots: algebra and word math problems. He said he would take a math class at Mesa College this summer.

He likes the structure of the class, because "doing it by myself would be hard."

Betty Chau, 15, said she felt more prepared for the test after taking the class.

"We know more about what is expected, and I learned more vocabulary words and how to make bridges between analogies," she said before she and her classmates trotted off into the summer armed

Test time

Throughout the year, students bone up for the ever-so-important Scholastic Assessment Test, a key factor considered by colleges and universities for admission. How would you do on these sample questions?

1 One number is three times another number and their sum is -10. What is the lesser of the two numbers?

A.) -2.5
B.) -3.0
C.) -5.5
D.) -7.0
E.) -7.5

2 The historians noted irony in the fact that developments considered by people of that era are now viewed as having been ...

A.) **inspirational ... impetuous**
B.) **bizarre ... irrational**
C.) **intuitive ... uncertain**
D.) **actual ... grandiose**
E.) **improbable ... inevitable**

3 Cogent: Persuasiveness

A.) **pardoned: blame**
B.) **staid: manner**
C.) **tactful: awkwardness**
D.) **conceited: reputation**
E.) **lucid: clarity**

Answers

1 E.

2 E.

3 [illegible]

[illegible]ational Testing Service and [illegible]ce Examination Board.

ALPHA PI BOULE

Finance Fundraising Sub-Committee

MISSION:

To provide fundraising activities and acquire financial support from corporations and grants to create financial support for Boule programs.

FUNDRAISING will include but not limited to:

* Activities
    * Golf Tournament
    * Plays
    * Dances
    * Tea, etc.

* Corporation Support
    * Banks (CRA)
    * Fortune 500 Companies, etc.
    * Business Underwrite Programs & Activities

* Grants
    * NFL
    * IAFP
    * Financial Investment Companies (American Express)
    * National Grants

* Endowments/Gifts
    * From Member's Estates
    * Beneficiaries on Insurance Policies
    * Foundation

Boule Members will be appointed to be in charge of fundraising events so that we can generate funds.

Of those to whom much is given, much will be required.

Find additional means for educational improvement

We look forward in working with you in shaping our time rather than being shaped by it.

Active involvement and aggressive leadership in improving the quality of life for all black Americans

Know our history and empower our children to achieve more than ever before. Archibald Damon Keith

7. Does the District have a policy regarding the referral of allegations of ethical and/or professional misconduct to OPR?

8. Do you have any complaints about the ethics and/or professional responsibility programs in the District and the Department? If so, what are they and what suggestions do you have to improve the programs?

As education is the key to upward economic + social mobility, the Bowle seeks to remain informed of general issues + trends in order to provide effective leadership

9. Has the USAO developed a coordinated policy for the disclosure of Brady/Giglio information?

the community and facilitate the organizations community SVC objectives.

10. Who is the District's designated Brady/Giglio Coordinator?

11. Have you and the AUSAs under your supervision had training with respect to the Brady/Giglio policy?

1

What do we do

On-going program

- Grand Boule Foundation

- Littlejohn
  Transition

Letters
Grades K-3