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Harold Brown

SELF HELP THROUGH NEIGHBORHOOD LEADERSHIP INC.

A project submitted under Title II of
the Economic Opportunity Act of 1964

San Diego County Economic
Opportunity Commission Inc.

OFFICE OF ECONOMIC OPPORTUNITY
Community Action Program

Assurance of Compliance with the Office of Economic Opportunity's Regulations under Title VI of the Civil Rights Act of 1964

SELF HELP THROUGH
NEIGHBORHOOD LEADERSHIP INC (hereinafter called the "Applicant")

(Name of Applicant or Delegate Agency)

AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P. L. 88-352) and the Regulations of the Office of Economic Opportunity issued pursuant to that title (45 C.F.R. Part 1010), to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance either directly or indirectly from the Office of Economic Opportunity; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant either directly or indirectly by the Office of Economic Opportunity, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it either directly or indirectly by the Office of Economic Opportunity.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining either directly or indirectly any and all Federal grants, loans, contracts, property, or discounts, the referral or assignment of VISTA volunteers, or other Federal financial assistance extended after the date hereof to the Applicant by the Office of Economic Opportunity, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignee, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Date 7-18-67

SELF HELP THROUGH
NEIGHBORHOOD LEADERSHIP INC.

(Name of Applicant or Delegate Agency)

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PREFACE

Urban ghettos in California are ethnic enclaves comprised predominatly of Negroes, but with some Mexican-Americans and Caucasians usually fringing the more densely populated Negro slum center. Poverty, low education, high unemployment, hopelessness and resultant apathy, are common segments of each group. Despite the commonality of their problems, these racial groups are often divisive, unorganized and resentful of each other.

The problem is really the interracial one of securing basic human rights, but it has focused on the Negro because the oppressions he has faced are so severe that he has been forced to move to dramatic counter measures. The so-called Negro revolt, if successful, promises measures which will elevate not only the Negro but the Mexican-American, other non-Caucasians, as well as the poor Caucasians. Hence, the project to be described here will focus on the Negro, since the historical stigma of his color singles him out and makes his plight more desperate. It should be made clear, however, that the aims and objectives of this project apply equally to all the unfortunates of whatever race facing the pains, frustrations and disharmony of the crowded, poverty-ridden ghetto in Southeast San Diego.

Even in 1967, American society, including San Diego, relegates the Negro to an inferior caste within that society. This is an intolerable situation, whether viewed pragmatically or ethically, and unless corrected soon by non-violent means, can

only generate violence and disorder. Centuries of the degradation of racism have created a hostility turned against self and against other Negroes. This has resulted in character and personality problems, instability of family, and a divisiveness which has worked against organization of the Negroes under strong leaders. A Negro ghetto, overcrowded with unemployed or underemployed, electric with a resentment bordering on hate, desperate with economic, familial and educational frustrations, and without a powerful leadership structure, poses a terrible threat to itself and to the wider society.

Family poverty within the present Negro caste is a syndrome, not just a lack of money, and any corrective measures must recognize this fact. The syndrome is more complex in the case of the Negro, but is also applicable to the poor Mexican-American, the poor Samoan, poor Filipino and Caucasian. Poverty cannot be cured by money alone. At this point in history, the Negro, and to a lesser extent, the Mexican-American, has been so severly disadvantaged that compensatory, not equal, treatment has to be given him if he is to be quickly brought to par with his more favored white compatriot.

The unique complexity of forces operating within the non-white community and the learned mistrust and often open hostility toward the white skin that exists there makes it imperative that Negroes and the other racial minorities, even if otherwise less qualified, search out the corrective methods and provide the leadership to effect this peaceful solution.

GENERAL STATEMENT OF THE PROBLEM

The problem, as it relates to the Negro, has a history of many centuries and has been described by historians, sociologists, statesmen, playrights and poets. Suffice it to say here that the general problem describes a circle with the beginning point being the enslavement of the Negro by the white for the latter's economic advantage. The stigma of slavery, skin color and inferior education made it easy to keep the Negro as a segregated, poorly educated, economically exploitable member of a caste within the wider American society. As a direct result, the American Negro, as a group, has a markedly lower average income, an inferior education, a shocking school drop-out rate, a much higher incidence of crime, alcoholism and narcotics addiction, an unstable marriage condition and higher divorce rate, and a much higher incidence of illegitimacy of children. Impoverished Negroes populate the jails, the asylums and the welfare rolls, become victims of landlords and usurers and are psychological casualties in a society which most often treats them as inferior, invisible or non-existent. Their condition of poverty is therefore exacerbated by all the other factors described, creating a psycho-social syndrome which cannot be cured simply and quickly by giving money to the poverty-stricken Negro--although that has to be a first step.

For the Mexican-American, the problem is, over the generations, less stern since the physical difference from the white majority is less marked, allowing for easier escape from the

ghetto and from all the oppressive forces. For the first or even second generation Mexican and for the poorly educated, impoverished white on the fringes of the ghetto, the picture is only different in degree rather than kind; it is gray rather than black in its oppressive coloration. This delineation of the problem has focused on the Mexican and the lower class white who suffers from the same social ills as the lower class Negro and needs the same social prescription.

DESCRIPTION OF AREA TO BE SERVED

This first year project will be limited to the Southeast Area; bounded on the north by Market Street, on the South by Division Street, on the East by Euclid Avenue, and on the west by Harbor Drive. It includes one census tract from Chollas Park (H-033), one from Centre City (K-051), two from Golden Hills (K-47 and K-48) and six from Logan Heights (I-35, I-36, I-39, I-40, K-049 and K-050).

The 1960 census showed a population of approximately 50,000 people, now probably grown to nearer 57,000. Nearly half the residents are Negro, a quarter Mexican-American and the remaining quarter Caucasian and other ethnic groups. In some census tracts, the percentage of ethnic minorities reaches as high as 93%. The more middle-class Negro has moved to the Emerald Hills and Valencia Park tracts leaving the unemployed, poorer, less educated, more hopeless Negro concentrated in the Southeast Area. The Mexican-American is more likely to have been born in Mexico and to still have a problem in command of

the English language. Among the relatively few Caucasians, there is a disproportionate number who are older, unemployed and with only marginal benefits from Social Security or from County Welfare.

The median education for the adults in the Southeast Area, by 1960 census figures, barely exceeded that of the 8th grade. In tract K-049, 7% of those over 25 years had never attended school at all.

Between 3500 and 4000 families living in the Southeast Area had family income of less than $3,000.00 per year. This constitutes 30% at the level which the most hard-bitten statistician would classify as "poverty." When it is remembered that the Negroes and Mexican-Americans living in this slum characteristically have large families, the poverty percentage is closer to 50%, with most of the remaining residents classifiable as marginal. Recent statistics compiled by the San Diego Economic Opportunity Commission report unemployment rates of 12.1% of employable males and 14.1% of employable females.

By 1960 census criteria, 40% of all housing in the Southeast Area was labeled sub-standard. A more recent housing investigation reported by the San Diego Economic Opportunity Commission reveals that 4,681 or 26% of all housing units are categorized as dilapidated.

These impersonal statistics tend to mask the stark fact that this is a slum, a ghetto, a place where the toilet doesn't work, a place where the house is a fire trap, a place where the father probably doesn't live at home, a place where the children

are often hungry, a place where ignorance and hopelessness have created a surface apathy and a hidden explosiveness; in a word, a place much like the Watts area in Los Angeles.

DESCRIPTION OF DELEGATE AGENCY

Self Help Through Neighborhood Leadership Inc. consists of representatives from a broad spectrum of organizations and individuals dedicated to finding and implementing solutions to problems that chain the poor in the vicious cycle of poverty. It was organized because of concern for the development of leadership among the members of minority groups.

Representatives of Colleges, Industry, Civil Rights groups, minority groups and individuals who for a long time were involved in organizing the poor towards achieving a more acceptable way of life were responsible for the creation of Self Help Through Neighborhood Leadership Inc.

On April 11, 1967, the Board of Directors took the decision to incorporate Self Help Through Neighborhood Leadership as a non-profit corporation. This decision has been implemented.

As a delegate agency of the Economic Opportunity Commission this organization is truly a representative of the Southeast San Diego Community and is an excellent example of organizational and individual involvement in community problem solving.

The members of the Board of Directors of Self Help Through Neighborhood Leadership consists of one person recommended from the following organizations, plus members at large.

1. San Diego Urban League
2. San Diego Branch N.A.A.C.P.
3. San Diego Chapter C.O.R.E.
4. Southeast Ministerial Alliance
5. I.M.P.A.C.T.
6. Southeast Branch Family Service Association
7. Mexican-American Advisory Committee
8. Clementine McDuff #598, Elks
9. Community Action Councils A,B,C,D,E
10. Neighborhood House Association
11. League of Women Voters
12. ACCESS

The main goals of the organization are:

I. To identify potential indigenous leaders and train them to fulfill Leadership roles in the Southeast Community.

II. Develop the concept of "New Careers" as a component of the program and make it a reality in San Diego.

The Board of Directors will meet monthly to hear a progress report from the Project Director and to make policy decisions on current issues and problems.

This project will give maximum attention to the 3500 plus families with incomes of less than $3,000.00 per year. This will represent an average load of 100 such families per neighborhood leader-trainee. In addition, each trainee will have

200 Families within his cluster who will be canvassed and given whatever help their problems demand. The point being made here is that each leadership-interne will be assigned 300 families, but, hopefully, many of them will not need time-consuming attention, allowing more time to be devoted to those with stern and unyielding problems.

With the Personnel Committee acting as a screening body, the Project Director and his assistant will then recruit 35 community leader-trainees, one to work with each of the 35 clusters.

The minimum qualifications for selection as a trainee should be these:

1. Ethnic Minority man or woman, preferably between the ages of 21 and 35, who, in the judgment of the Project Director and the Policy Committee, have qualities predictive of leadership potential. Caucasians should be among the trainees both to represent the 25% White population in the Southeast Area and to experiment with racially integrated leadership.
2. Have a personal dedication to the rapid but orderly integration of minority groups into all facets of American society.
3. Have the personality traits to allow them to be aggressive without being unreasonable; to rapidly establish positive relationships with the people with whom they will work; to quickly learn how to teach; and to engender the trust of both the minority groups they represent and the white majority with whom they will have to deal.

4. Be unemployed or under-employed at an income level below that stipulated by the Economic Opportunity Act of 1964.

These 35 community leader-trainees will embark on a one year program of training and community involvement under the close supervision of the Project Director, Assistant Director and the Trainee Supervisor. For two evenings per week they will have two hours of class work following this diversified curriculum:

1. Background information on the problems of the disadvantaged.
2. Socio-economic description of the Southeast Area.
3. Techniques of neighborhood organization.
4. Principles of leadership.
5. Methods of teaching.
6. Techniques of interviewing.
7. Community resource agencies, their services and methods of referral.
8. Federal, State and local legislation affecting the disadvantaged.
9. Methods of canvassing for jobs, housing, etc.
10. Problems of family life and resources for solution.
11. Negro and Mexican history and culture.
12. Power relationships and how to deal with them.
13. Salvaging the school drop-outs.
14. Organization of sources of financial support.
15. Legal problems of the minority groups and recourses open to them.

A minimum of 16 hours per week, in addition to two evenings per week of formal training, the community leadership internes will do assigned neighborhood work to meet the specific objectives defined in the section Objectives of the Project. Before the end of the year of training and community involvement, evaluation will be made to determine the need for continued training for this initial group. Present assumption would be that this group would have achieved basic preparation and experience in community leadership and, therefore, a second group of 35 could be selected for the second year of operation of this project. By this progression, 35 young community leaders will be trained each year, and, in the process of their training and direct work with the community, many inroads will have been made in the fight against the poverty syndrome among San Diego's Negroes and other ethnic minorities. Probably of equal importance, a grass roots leadership structure will be established within the Southeast Area which will do much to both eliminate the cause and build a leadership bulwark against the futile and destructive riots such as occurred in Watts. If the project is demonstrably successful, it should be expanded to provide the same leadership and the same benefits to other poverty areas: Central Area, Northeast Area, Coastal Area, South San Diego, Paradise Hills, and Linda Vista.

ADMINISTRATION AND PERSONNEL

As defined, this project will give full employment to a Project Director, an Assistant Director, a Stenographer-clerk,

a Trainee Supervisor and will give employment to 35 trainees per year. Wherever possible, the personnel of the Project will be drawn from the community which they will serve. It will give direct monetary benefit to the staff and to the trainees, a value not to be minimized but secondary to the anti-poverty measures carried out by the community leader-trainees.

The Project Director should be a college graduate who has risen from the lower social strata of the minority sub-culture. Such a background will assure an ability to speak the language of the deprived slum dweller as well as that of the white and black power structure. Preferably, they should be local to San Diego so there is an intimacy of knowledge of the problems unique to San Diego. Any applicant deserving consideration should have demonstrated concern and involvement in the struggle for equal employment opportunity, equal educational opportunity, desegregation of housing, and in the building of racial pride. The applicant should be known for drive, energy, patience and dedication to the goals of equality and justice. He, or she, should be perceived by the people of the Southeast Area as one effective in dealing with men of wealth and power but as a champion of their cause, not as a collaborator. The applicant should have the basic education and have been active enough in community affairs to make specific training for the position of Project Director.

The stenographer-clerk should be a young, well-trained girl, preferably Negro or Mexican-American. Should be particularly adept in human relationships since she will be recep-

tionist and will have to handle all office calls in the frequent absence of the Project Director. She should be able to meet the same typing and shorthand standards as those established by local civil service for the position of stenographer-clerk.

The Trainee Supervisor should be at least a high school graduate with experience in community work. He should possess the ability to understand the entire project and its objectives, and be able to evaluate the trainees' effectiveness in reaching the objectives of the project. The Trainee Supervisor should have a thorough knowledge of the area to be served by the project.

The Project Director, Assistant Director, stenographer-clerk and trainee supervisor will after review of applications and interview screening, be selected by the Personnel Committee. Confirmation of these appointments for a second year will be made by the Personnel Committee. The Community leader-trainees will be recruited by the Project Director with the advice of members of the Personnel Committee. They will be selected and/or dismissed from training upon the recommendation of the Project Director and Assistant Director.

In addition to the paid staff members and trainees, there will be professional specialists who will volunteer their time as contribution in kind to the Project's budget. A partial listing of those volunteering professional service follows:

David Kroll, L.L.B.	Legal Resources
John R. Reare, M.A.	Interviewing Techniques
Charles C. Collins, Ph.D.	Teaching Methods
Anna M. Collins, A.B.	Library Development and Research

David Feldman, Ph.D.	Background Information on the S.E. Area
Ann Yost, A.B.	Social Welfare Resources
Richard Robinson, M.A.	Educational Resources
Abel B. Sykes, Jr., M.A.	Negro History and Culture
Donald Shannon, M.A.	Mexican History and Culture
Andrew Neher, M.A.	Sociological Factors
Robert Richards, M.S.W.	Leadership Techniques and Social Work Methods
James W. Leasure, Ph.D.	Economic Factors
Carroll Waymon, Ph.D.	Background Information on the Disadvantaged
Donald Lee Roper, M.A.	Domestic Relations Resources
Ida Richards, B.A.(Lond.)	Language (Spanish and English)
Lawrence E. Woodward, M.A.	Credit Union Organization and other Financial Resources
Maple Grant, Navy Ret.	Leadership Supervision
Brister Murdock, Air Force Ret.	Leadership Supervision
Kenneth Levenson, A.A.	Leadership Supervision
Leonard McBride, Navy Ret.	Leadership Supervision
Douglas Sillett, A.A.	Leadership Supervision
Rev. N. P. Hancock	Leadership Supervision
Mrs. Dolores Grant	Leadership Supervision
Mrs. Peggy Finch	Leadership Supervision
Mrs. Carolyn Murdock	Leadership Supervision
Mrs. Karen McClure	Leadership Supervision
Mrs. Mina Douglas	Leadership Supervision
Mrs. Rosemary Laws	Leadership Supervision

The valuable services of the Urban League, the California State Employment Service, the Citizens Interracial Committee, the Chamber of Commerce, the Mental Health Society, the San

Diego Medical Society, the Fair Employment Practices Commission, the San Diego Police Department, the American Civil Liberties Union, San Diego County Welfare and the services of the Executive Director of the San Diego Economic Opportunity Commission can all be expected without cost, and, in effect constitute additional but unlisted community contributions in kind.

OBJECTIVES OF THE PROJECT

This project is designed to prepare indigenous leaders for the Southeast Area and develop the concept of New Careers. To the degree that it is successful, it will give the leadership, the cohesion, the community strength, pride and effectiveness necessary for development of self-help programs in the problem areas of employment, housing, family stability and education, and at the same time train poor persons for meaningful occupations.

The project will provide formal and experential training to a team of 35 young Negroes and in lesser proportions, Mexican-Americans and Caucasians, in the techniques of community leadership and the use of community resources. This cadre of potential leaders will each be given 208 hours of classroom instruction and 40 hours per week of supervised internship in the organization of neighborhoods as instrumentalities for social change.

There should be no dissembling or confusion on this last point. These leadership internes will not be prepared as recreation leaders, or Boy Scout leaders or other such inno-

cuous positions. These young community leaders will become the action arm for the five Community Action Councils planned for the Southeast Area and will work for the controlled, orderly but rapid change needed if violent out-bursts are to be prevented. They will be trained to harness the power that comes with unity and to use this power to generate jobs, to attack the cause of poverty, to disperse minority families throughout all areas of San Diego, to solidify family structure, to seek remedy for the present inferior slum schools, and to work in all meaningful ways toward the integration of the residents of the Southeast Area into what President Johnson described as the Great Society.

Some of the specific means by which this project will be effective in coping with the poverty problems in a minority ghetto are listed in the infinitive form and given brief description to bring into clearer focus the generalized objective noted above.

1. To assess individual and family problems and to program solutions to them.

   Systematic canvass of the disadvantaged families will be made by the leader-internes to assess individual problems to advise on routine matters and to present the more difficult problems to a panel of volunteer specialists representing various community resources. Follow-through on these cases will be done by the community leader-trainees.

2. To increase employment opportunity for racial minorities.

An aggressive campaign to seek out employers willing to hire Negroes and other minorities will be launched by the internes in community leadership. Jobs so generated will be posted with the Urban League, the California Employment Service and other community agencies concerned with the placement of Negroes, Mexicans and other disadvantaged groups. Follow-up of the unemployed so referred will be made by these leadership trainees, and in cases of discrimination, referral will be made for action by the F.E.P.C.

3. To secure job internships for minority youth.

The young neighborhood leaders will solicit employers to give Negro, Mexican-American and other minority youth a chance to learn business or industrial skills in non-paying or subsidized work experience. This sub-project will be tied in with the Neighborhood Youth Corps of the Urban League and other Work Opportunity portions of the Economic Opportunity Act, and with the training programs under the Manpower Development and Training Act.

4. To work toward desegregation of housing.

Systematic search by the leadership-internes will be made to find realtors and landlords in the white community willing to sell or rent homes to Negroes and other minorities throughout every sector of San Diego. Financial, legal and psychological advice and assistance

to the non-white breaking out of the ghetto will also be provided by leadership team members. The Panel of volunteer specialists will give counsel and support to the trainees in this frontal attack on segregation in housing.

5. To help develop ethnic pride.

Classes in Negro and Mexican history and culture will be organized for both youth and adults. The young community leaders will act as recruiters for these classes and instructors of them.

6. To search out, provide aid and follow-up of high school drop-outs.

Members of the cadre of young community leaders will seek out and provide information and encouragement to the casualties of the school system on how to secure further training or at least get started in some significant pursuit.

7. To help develop minority-owned businesses and service agencies.

The leadership-internes will contact those members of minorities interested in starting small businesses or organizing service agencies and arrange instructional sessions with representatives of the Federal Small Business Administration, Chambers of Commerce, bank officials, etc., for information on loans and for legal and business advice. Wherever feasible, these persons will be encouraged to start their businesses in the white community.

8. To foster establishment of lines of communication for dialogue between the ghetto and the white power structure.

The young leadership-trainees will establish a close reciprocal relationship with the police, welfare and other local government agencies so they can interpret these agencies to the residents of the ghetto and in turn explain the psychological dynamics of minority groups and their behavior to the policemen, welfare and other agency workers.

9. To develop an efficient, effective and non-grading system of referrals to community services.

Since the people with whom they will be working will often be plagued with illness and/or be in the throes of legal and domestic problems, the young neighborhood leaders will be thoroughly briefed on the availability of health, legal and domestic relations assistance to be secured at a nominal fee or without cost. They will give aggressive assistance to those experiencing difficulty in securing these services.

10. To search for and provide release of talent.

The neighborhood leaders will systematically search for intellectual and other talent among minority student and will help these youngsters and their families find means of bringing this talent to full fruition. They will also develop a system whereby the more talented youth give free or paid tutorial service to those students less endowed. This will be tied in with the Work-Study programs under the Economic Opportunity Act.

11. To organize neighborhood self-improvement groups.

The leadership-cadets will organize neighborhood groups and help them plan ways and means of improving their own lot and in applying pressure at the right places to secure the services they deserve from the local government agencies, the public utilities and other groups whose functions directly affect the general welfare.

12. To help find sources of financial backing.

The able Negro and Mexican is often checked from creating enterprizes by inaccessibility of capital. The team of young community leaders will encourage and, if necessary, help organize Negro and Mexican credit unions, saving and loan associations or even a bank owned and controlled by ethnic minorities.

13. To make arrangements for legal services.

The neighborhood leader-trainees will be posted on bail-bond procedures, legal aid services, rights of the accused, availability of public defenders, methods of legal appeal, etc., and will become lay protectors of the legal rights of the people in their neighborhood.

14. To provide for dissemination of information on local, State and Federal programs of aid to the disadvantaged.

The leadership cadets will be briefed on all legislation designed to attack poverty, protect civil rights, give equal protection under the law, and to extend benefits to the disadvantaged within the society. The neighborhood leaders will not only pass this information on to

their constituents but will assist them to take full advantage of these programs.

Plans have already been made to coordinate the work of this project in neighborhood leadership with the five Community Action Councils now being established by the San Diego Economic Opportunity Commission within the Southeast Area. Seven leadership internes will be assigned as action teams for each of these five Community Action Councils. As noted above, this project will be meshed with the Neighborhood Youth Corps program of the Urban League and with all other Federal, California and San Diego measures to aid the disadvantaged. The project is in fact an employment training program as well as preparation of a cadre of indigenous leaders for the slum areas, for the graduates of this program will be ready to step into full-time para-professional leadership positions. They will undoubtedly be hired to fill the leadership jobs which will be created by the many projects still to be developed under the provisions of the Economic Opportunity Act. They will by virtue of this training become excellent candidates for organizational and leadership positions in the domestic Job Corps and for work abroad in the Peace Corps.

This Program is designed to bring a larger percentage of Southeast residents into leadership roles in community affairs. The program is especially geared to train the indigenous groups who have not for the most part been involved in the leadership that to a degree determines the destiny of Southeast residents. Most of us are aware that there has been a conspicuous absence of what many refer to as the "grass roots" person in the role of leadership in this community. Therfore, accusations have been heaped on the few "selected" persons, the few "self appointed" individuals, and the few sincere persons who have been the spokesmen for this community. It is obvious to many that this situation needs to be corrected. How do we correct it? By providing the opportunities to those who have the interest and the ability to become active leaders in the community. This program is designed to train these persons to become active, knowledgeable citizens. This hopefully will be accomplished by the following:

1. Developing within the trainee a basic understanding of the community in which he lives and the services available in that community.
2. Helping the trainee become knowledgeable of all community agencies, how they function, and their relationship to the problems facing Southeast community.
3. Helping the trainee develop skills in uncovering family and individual problems.
4. Helping the trainee to become equipped with the knowledge to plan, discuss and implement programs under professional supervision. These programs will have as their goals finding solutions to family and individual problems.

5. Helping the trainee develop counseling techniques, leadership 22 techniques and sensitivity.
6. Helping the trainee develop skills in organizing .
7. Helping the trainee develop skills in oral and written communicatic
8. Exposing the trainee to the many complex issues facing the communit
9. Helping the trainee develop a basic understanding of the economy and how it can be used to help solve problems facing the Southeast community in respect to business, budgeting, insurance, loans, interest rates, real estate, stocks and bonds, and savings.
10. Developing within the trainee a basic understanding of legal procedures and how to apply it to solving the problems of this community.

Let is be well understood that a trainee who develops skills in all the above mentioned areas, but has failed to develop within himself a desire and commitment to help those in need, has missed the whole purpose of this program. For only through helping each other can we hope to win the long and difficult fight against prejudice, discrimination, poverty, and misunderstanding. The trainee who does not use his knowledge and skill to constructively work toward a better San Diego for all its citizens, is equally guilty of missing the purpose and objectives of the program.

The particulars of this "Leadership Training" program are as follows:

1. The program calls for a director, assistant director, steno-clerk, trainee supervisor, part-time bookkeeper and thirty-five (35) trainees (or interns).
2. The trainees will work eight hours, five days a week, spending two

evenings each week in classroom work.
3. Each trainee will be assigned a portion of the Southeast community in which he will work and apply his training to uncover and help find solutions to family and individual problems.
4. The trainee will work under the direct supervision of the program director and assistant director. Professionals from various fields will conduct classes and be available for consultation and supervision.
5. Trainees will be paid $1.50 per hour initially. The hourly wages will be increased every three months to reach $2.00 per hour the last three months of the training period. Transportation costs at ten cents a mile for one hundred miles per week will also be paid.
6. The Leadership Training Program is an independent program in the sense that it is not tied to the aims and objectives of any community organization other than the Economic Opportunity Commission.
7. The training period for one group of thirty-five trainees is for one year (12 months).
8. In addition to the training described, efforts are now being made to arrange for subsequent job placement of trainees as non-professional workers in various agencies. This effort is consistent with the new careers concept.
9. The project will function under the direction of a Delegate Agency which has been incorporated for the sole purpose of overseeing this project. The members of the corporation will be elected from various civic organizations in Southeast San Diego as well as one representative from each of the five Community Action Councils in Southeast.

In conclusion we can say that this project has the dual objectives of developing a cadre of 35 community leaders each year and of helping this team of leaders to become directly engaged in community action for community progress.

NEW CAREERS COMPONENT

Southeast San Diego is confronted with many problems associated with poverty. The youth may be considered deprived in terms of learning experiences, low socio-economic status and low levels of aspiration. The education and welfare agencies are struggling with the problem of providing effective services with the limited staff at their command. Present training institutions are unable to produce enough trained professionals to meet the demand in the helping professions which increases yearly. This problem is compounded by the apparent unwillingness of many professionals to work in the ghetto. High birth rates and in-migration from Mexico and Southern U.S.A. results in increasing numbers of minority group persons being added to the school and welfare populations.

It is no secret that there is a shortage of trained and dedicated minority group leaders in Southeast San Diego. At present, the small number of bona fide minority group leaders are overworked almost beyond their capacity.

A great paradox of this affluent society is the great surplus of unskilled, unemployed persons co-existing with the great shortage of trained persons in the helping professions. Traditional methods of attacking poverty and unemployment by the creation of jobs for the unskilled may be unsatisfactory short run expedients, because with automation and cybernation we are developing a society in which there is progressively less demand for the unskilled worker. Again, these temporary jobs, although providing an income, often are not occupations in which the individual can obtain satisfaction from performing a mean-

ingful task or using his talents in a creative manner.

A residual effect of the Protestant Ethic is the commonly held belief that the majority of people are poor because they are worthless and shiftless. Possibly the poor have been told this for so long that they have come to accept this explanation of their poverty. This can only lead to apathy, low levels of aspiration, crime, violence and other undesirable characteristics.

It is unrealistic to talk of involving the poor in finding and implementing solutions to community problems, unless we can build into our efforts a great possibility that their involvement will be meaningful and worthwhile to themselves and the society as well as an instrument to help them break out of the cycle of poverty.

PURPOSE OF THE PROGRAM

"Self Help Through Neighborhood Leadership is designed to train annually thirty-five persons from Southeast San Diego to fill the leadership roles needed in the community and to demonstrate that the concept of "New Careers" is feasible and can be implemented in this community. As a demonstration project it will be confined initially to Southeast San Diego. This project will be expanded to embrace all pockets of poverty in the county as soon as feasible.

A leader is defined here as an individual who invests his time, energy and abilities, enabling the people of Southeast San Diego to direct their attention to the problems of the area and find and implement acceptable solutions to the intolerable conditions of poverty and its causes.

The present pattern is for leaders in this area to focus energies

and skills on particular problems. However, the problems of the area are vast and complicated and there is a demonstrated need for a coordinated, multi-disciplinary, multi-functional approach directed toward the development of a cadre of indigenous leadership to attack these problems. During the past year, "Self Help Through Neighborhood Leadership" has demonstrated quite clearly that it is possible to identify persons with the capacity to provide indigenous leadership and through a training program develop their abilities and skills in dealing with the problems generated by poverty and racial discrimination.

There now remains the crucial problem of providing a vehicle by which the skills, abilities, energy and dedication of these indigenous leaders may be more effectively channeled into service for the public good. We also need to find new ways to allow these persons to enter the mainstream of American life, in areas where their imagination, creativity and abilities can be fully utilized.

"Self-Help Through Neighborhood Leadership" supports the view that the creation of New Careers in service to humanity is an excellent method by which the disadvantaged poor can be retrained and involved in meaningful and lucrative occupations. In this light, the concept of "New Careers" can only be seen as an imaginative and bold step in the right direction. It is therefore proposed to incorporate this concept in the training program with particular emphasis on preparing the indigenous non-professional for careers in teaching, social work, nursing and public health, rehabilitation, recreation and homemaker services.

In order to make effective use of non-professional personnel, agencies may have to divide the tasks of their professional staff, as well as the knowledge and skills required to perform these tasks, into smaller components that can be performed by non-professionals.

The rationale for this approach is based primarily on the following

1. Agencies are faced with steadily increasing caseloads while the numbers of professionally trained workers remained constantly limited.
2. The development of new services to benefit the growing population of socially and economically deprived persons needs to be expanded.
3. Middle class professionals are beginning to realize that their unfamiliarity with the culture of poverty often results in misunderstanding between worker and client, communication blocks, and attitudes that differ markedly from the client in relation to problems as well as possible solutions. These often result in hostile rejection of help offered.

PROGRAM GOALS

The program is designed to demonstrate that:

1. Training the poor to provide services in the helping profession is fundamental to the War on Poverty and an important method of obtaining "maximum feasible participation of the poor."
2. The new careers concept, when implemented, can make significant contributions towards reducing the manpower shortage in the helping professions.
3. This is an ideal way to provide more effective services for the disadvantaged and reach the hard core poor, using persons who

can establish rapport with lower class clients and offer them practical solutions to the everyday problems of ghetto life.
4. New Careers can rehabilitate many of the hard core poor and involve them in effective efforts at community development.
5. If new careersmen assume some of the present duties of professionals, the latter can be able to devote more time to supervisory functions and have the opportunity to be more creative and provide higher standards of professional services.
6. Self Help Through Neighborhood Leadership can help the poor to regain confidence in themselves and lift their level of aspirations.

STRUCTURE OF THE PROGRAM

The program will operate in two phases.

Phase One will be the three months at the beginning of the training period. Participating agencies will be asked to submit suggestions on at least three basic skills which the trainees should possess in order to make a contribution to the agency's functioning. The trainees will then be trained in these skills. Agency personnel will have every opportunity to select the trainees they require from the group.

During this phase a professional social worker will be assigned to work intensively with the trainees in order to identify and work through any individual or family problem situation that would interfere with their effective functioning.

Phase Two will begin in the fourth month of the training program and continue to the end. Trainees will now be assigned to the participating agencies for two days per week for on-the-job training. Agencies will have freedom to design and carry out any training program

they desire during these two days. The other three days of the week will be spent by the trainees in the program of activities as outlined in the program time table.

It is to be clearly understood that it will be necessary for this program to operate with sufficient flexibility in order that trainees may receive maximum benefit from the program content and in-service training.

SELECTION OF TRAINEES

The agencies involved will have the opportunity to select from the group of trainees individuals for in-service training in their agencies. Suggested criteria for selection are:

1. Trainees must
   a. Use sufficient self control when working with others.
   b. Be willing to take and follow directions from others.
   c. Be considerate of others, such as not speaking sarcastical to children or of other staff members, parents, or clients.
   d. Observe complete confidentiality of all information regarding children, parents, staff members, or clients.
   e. Be fair and honest.
   f. Be able to work cooperatively with other staff members.
2. The aides must be willing to abide by all regulations and the procedures of the agencies to which they are assigned and carry out the plans of their supervisors.
3. Aides must come from low income families.
4. Aides must provide proof that they are free of tuberculosis or other diseases.
5. Aides must be reliable and conscientious workers.

PRE-ASSIGNMENT TRAINING

Agencies will be asked to suggest at least three basic skills which trainees should possess in order to make a useful contribution to the agency's functioning. Self Help Through Neighborhood Leadership will train aides in these skills prior to assignment.

During this period instruction will be given in order to develop their awareness of the problems of the area, improve their self image and communication skills, and help them to be able to function more adequately.

IN-SERVICE TRAINING

Agencies will have freedom to plan and implement in-service training considered necessary for aides. At all times the training of the aides in the Self Help Through Neighborhood Leadership Program will be designed to reinforce the learning experiences of the aides in their agency placement.

Southeast San Diego as a "pocket of poverty" is primarily a low income and minority group area. The rationale of the New Careers component in the Self Help Through Neighborhood Leadership program is that teachers in a community like this are to be seen as culturally different and strangers within the subculture of the school.

It is the intent of this program to:

1. Reduce the alienation between the parents and teachers and the school system.
2. Open channels of communication between the home and the school.
3. Achieve greater uniformity between parents and teachers' views regarding reward and punishment and discipline of children.
4. Help parents to arrive at a fuller understanding of teaching methods.
5. Increase the parents' knowledge of human behavior and intellectual and social development.
6. Raise the aspiration levels of parents and children.

The underlying assumption for the above goals is that the child has two main sets of teachers -- parents and teachers -- and the greater the level of understanding between the two, the more effective and efficient will be the school and the family in the educational and socialization processes of the child. On the other hand, it is reasonable to assume that distinct differences in these two approaches (parents and teachers) will have a negative and traumatic effect on the child's emotional, social and academic adjustment to the school.

On the basis of these assumptions, we are convinced that the trained low income minority group teacher aide can be of invaluable

assistance in enabling the child from a low income minority group family to function adequately in the school system. It is vitally important to note that the school is the most important instrument of constructive social change in a society. In view of this, every effort should be made to insure that conflict between the teachers' and parents' views be minimized. Parents and teachers should reinforce the child's learning of academic subjects as well as socially acceptable values and behavior patterns.

SUGGESTED ROLES OF TEACHER AIDES

The teacher and teacher aides are seen as a teaching team within a self-contained classroom. The teacher will be responsible for planning and initiation of instruction and with the aides acting as facilitators. Aides will be instructed daily as to what is to be taught. This could be accomplished in twenty to thirty minutes of instruction before or after school each day.

Teacher aides can:

1. Help children who are having difficulty with their lessons by providing individual attention.
2. Mark papers
3. Duplicate materials
4. Read stories
5. Operate audio-visual equipment
6. Talk with and comfort children who are emotionally upset
7. Supervise halls, lunch rooms, playgrounds
8. Perform clerical duties
9. Lead small discussion groups
10. Prepare class materials

11. Make home visits to help children with their homework, explain school policy to parents and involve parents in participation with parent teachers association.
12. Contact parents of children new to the school, make telephone calls or home visits regarding truancy, absenteeism, lateness or unacceptable behavior.

POSSIBLE CONTRIBUTIONS OF TEACHER AIDE

1. To the pupil, by providing more individualized attention by concerned adult who really understands.
2. To the teacher, by enhancing his status, and making his work load more manageable, thus increasing the scope and effectiveness of their activities.
3. To the teacher aide,by providing meaningful employment that contributes to his own development as well as to the needs of society. Giving aides the opportunity to learn child development principles in a reality situation.
4. To the school administrator by providing an answer to his dilemma of ever-increasing needs for school services coupled with the constant shortage of professionals.
5. To the community by giving unemployed and educationally disadvantaged persons an opportunity to enter productive and meaningful activites.

It is to be noted that the program will not confine its activities only to the teaching and social work professions but will be making effort to place trainees in every area that they be utilized.

SUGGESTED ROLE OF SOCIAL SERVICE AIDE

In Office:

1. Aides could be receptionists, filing clerks, appointment clerks.

When social worker is in the field, the aide could "cover" his desk.

2. Many clients try to call between 12:00 noon and 1:00 PM and between 5:00 PM and 6:00 PM. Aides working during these hours and between 5:00 PM and 9:00 PM could be invaluable in extending agency services.
3. Interpreters both of language and cultural characteristics.
4. Supervise children of parents visiting agencies.

In the Field:

1. Helping clients to collect verification material and complete eligibility forms.
2. Providing transportation, emergency child care, budgeting, home management child care counseling, helping with housing problems.
3. Assisting clients to use community resources, e.g., vocational training, etc., provide follow up on ineligible clients to find and utilize other sources of help.
4. Assisting social worker in leading a variety of client discussion groups, helping with hard-to-reach clients and in situations where communication has broken down between social worker and client, for example, in the processing of grievances and complaints.
5. Group leaders for youth
8. Recruiting for traditional agencies.
7. Handling emergency situations, e.g., evictions, fire, sudden illness.

The New Careers component of the Training Program can only be implemented with the cooperation of the Public Schools, Colleges, Social Service Agencies (Public and Private), Health Departments and Corrections Departments. Negotiations are now in process to obtain the cooperation and support of these agencies; so far the results have been promising.

Self Help Through Neighborhood Leadership will employ thirty-five trainees for a period of one year. During this period they will receive a comprehensive training program in leadership techniques and related areas as we-l as their internship in the agencies selected. (See Time Table).

The organization is committed to a program of job development for the trainees to insure that they will be employed after the training period in the fields in which they have received training on a permanent or career basis. In developing these jobs, efforts will be made to insure that there is opportunity for upward mobility within their classifications. For the trainees who demonstrate the capacity to proceed to formal professional education, the program director will with the help of the trainees, explore every possibility to secure stipends, scholarships, grants, etc. to help them to achieve this.

It is expected that within three months of their assignment to agencies, the trainees will make significant contributions to the services provided by the agencies.

The cooperating agencies will be asked to state, if possible, what roles the trainees will perform in the agency and the rest of the training program will be geared to reinforce the learning in the internship situation.

It is proposed to involve the San Diego State College so that graduate students in Education and Social Work could help to supervise New Careersmen during their field placements. This would give the professional students the opportunity to learn and practice supervisory skills as part of their professional training.

Hopefully it will be possible to place one or two trainees with each agency. The purpose of this is to enable the agency to absorb them with minimal administrative and supervisory problems.

EVALUATION

In addition to the methods of evaluation described in the present Self Help Through Neighbhroood Leadership program, a scientifically designed research project will be used to determine the degree to which the program achieved its objectives.

Evaluation of this project will be designed to measure:

1. Knowledge and attitudes held by teachers, students, school personnel and parents, social workers and clients, concerning another, and willingness and possibility of effecting changes on the negative attidues held by each before, during and at the end of the program.
2. Ways in which aides can enhance educational experiences of students and the processes of communication between parents and school personnel.
3. Explore ways in which both parents and school personnel can and are able to change to meet each other's needs for the bene fit of the students concerned.
4. Ways in which sub-professional aides can be trained to assume roles in the helping professions.
5. The impact of the project on the agencies and community.

BENEFICIARIES OF PROGRAM

7.1.2 WORK PROGRAM

This project will be limited to the Southeast Area; bounded on the north by Market Street, on the south by Division Street, on the east by Euclid Avenue, and on the west by Harbor Drive. It includes one census tract from Chollas Park (H-033), one from Centre City (K-051), two from Golden Hills (K-047) and (K-048) and six from Logan Heights (I-035, I-036, I-039, I-040, K-049, and K-050).

The 1960 census showed a population of approximately 50,000 people, now probably grown to nearer 57,000. Nearly half the residents are Negro, a quarter Mexican-American and the remaining quarter Caucasian and other ethnic groups. In some census tracts, the percentage of ethnic minorities reaches as high as 93%. The more middle-class Negro has moved to the Emerald Hills and Valencia Park tracts leaving the unemployed, poorer, less educated, more hopeless Negro concentrated in the Southeast Area. The Mexican-American is more likely to have been born in Mexico and to still have a problem in command of the English language. Among the relatively few Caucasians, there is a disproportionate number who are older, unemployed and with only marginal benefits from Social Security or from County Welfare.

The median education for the adults in the Southeast Area, by 1960 census figures, barely exceeded that of the 8th grade. In tract K-049, 7% of those over 25 years had never attended school at all.

7.1.2 BENEFICIARIES OF PROGRAM (Continued)

Between 3500 and 4000 families living in the Southeast Area had family income of less than $3,000.00 per year. This constitutes 30% at the level which the most hard-bitten statistician would classify as "poverty."

When it is remembered that the Negroes and Mexican-Americans living in this slum characteristically have large families, the poverty percentage is closer to 50%, with most of the remaining residents classifiable as marginal. Recent statistics compiled by the San Diego Economic Opportunity Commission report unemployment rates of 12.1% of employable males and 14.1% of employable females.

By 1960 census criteria, 40% of all housing in the Southeast Area was labeled sub-standard. A more recent housing investigation reported by the San Diego Economic Opportunity Commission reveals that 4,681 or 26% of all housing units are categorized as dilapidated.

These impersonal statistics tend to mask the stark fact that this is a slum, a ghetto, a place where the house is a fire trap, a place where the father probably doesn't live at home, a place where the children are often hungry, a place where ignorance and hopelessness have created a surface apathy and a hidden explosiveness; in a word, a place much like the Watts area in Los Angeles.

WORK PROGRAM: TIME TABLE

It must be noted that considerable overlap exists between some areas of the training program. Trainee group discussions and sensitivity training, field experiences, and internship in

agencies are activities continuous throughout the year.

It is also somewhat difficult to give the exact sequence of the training program, as the Director will build the program on the interests, needs and readiness of the trainees. All the material will be included, but the timeliness and the other factors will determine the sequence.

TIME	UNIT	CONTENT
1 week	1	Orientation
		Problems of the Disadvantaged
		Language training
3 weeks	2	The Culture of Poverty
		Accumulation of information on public and private agencies.
		Theory of Leadership
		Basic Skills
		Language training
		Negro & Mexican American History and Culture
4 weeks	3	Community Organization Theory
		Basic Skills
		Language training
		Politics and Political Participation
		Social Work Theory
4 weeks	4	Basic Skills
		Community Organization
		Language training
		Preparation for field assignments

TIME	UNIT	CONTENT
8 weeks	5	Social work methods
		Teaching methods
		Language training
		Law and Law Enforcement
		The Legal system
		Police Relations
		Individual or group projects
		Field assignments
8 weeks	6	Community Organization
		Individual or Group Projects
		Language training
		Finance
		Employment
		Field assignment
		Unions and apprenticeship training
8 weeks	7	Public Speaking
		Parliamentary procedure
		Problem solving techniques
		Housing
		Individual and group projects
		Field assignments
		Language training
		Community Organization

TIME	UNIT	CONTENT
8 weeks	8	Career counseling
		Public Speaking
		Language training
		Cooperatives and Credit Unions
		Community Organization
		Individual and group projects
		Job Development
		Evaluation
1 week	9	Evaluation

COORDINATION

The Project Director will have the responsibility to work with participating agencies and other community agencies to coordinate the work of this project.

PROJECT ADMINISTRATION

The Project Director under the direction of the Board, will be responsible for the entire administration of the Project.

CAP 23 B-1.2

SALARY OF PERMANENT STAFF

Project Director	(12 months)	$11,845
Assistant Director	(12 months)	8,755
Trainee Supervisor	(12 months)	6,000
Steno-Clerk	(12 months)	4,944
Bookkeeper (Part-time)	(12 months)	3,000

HOURLY PAY FOR LEADER-TRAINEES

(Group presently in training 35 trainees (40 hours of field work per week at $1.50 per hour for month of January)	8,400
35 trainees (40 hours of field work per week at $2.00 per hour for six months of February through July)	72,800
(New group of trainees) 35 trainees (40 hours of field work per week at $1.50 per hour for 3 months-August-October)	27,300
35 trainees (40 hours of field work per week at $1.75 per hour for two months November-December)	22,050
TOTAL SALARIES	$165.094

B-2.1

CAP 23 CONSULTANT SERVICES

(1) PROFESSIONAL CONSULTANTS:

Agency Directors, Lawyers, Sociologists, Psychologists, Economic Analysts etc. (400 hours at $6.00 per hour. An average of 8 hours per week for 50 weeks) $2,400

(2) CLASS INSTRUCTORS:

Educators, Doctors, Lawyers etc. (200 hours at $8.00 per hour for 50 weeks, two, two hour classes per week) 1,600

(3) SUPERVISION OF CLASSES:

Professional or semi-professional educator. (200 hours - two, 2 hour classes each week for 50 weeks) at $1.50 500

(4) PREPARATION OF CURRICULAR AND OTHER WRITTEN MATERIALS BY PROFESSIONAL CONSULTANTS: (200 hours at minimum of $8.00 per hour) 1,600

(5) LIBRARY RESEARCH FOR CLASSROOM AND WRITTEN MATERIALS:

(150 hours at $3.50 an hour) 525

(6) FIELD SUPERVISION OF TRAINEES:

(1820 hours or one hour per week for 35 trainees at $3.50 per hour for 52 weeks) 6,370

CAP 23 B 3.0

(7) TRAVEL COST

Mileage for Administrative staff (3) Director, Assistant Director and Field Supervisor 50 miles per week at 10¢ per mile for 52 weeks 780

(8) CONFERENCE TRAVEL AND EXPENSES:

It is anticipated that there will be valuable conferences on community organization and anti-poverty measures which the Project Director or his Assistant should attend. 200

(9) MILEAGE FOR INTERNES:

(35 trainees at 35 miles per week at 10¢ per mile for 52 weeks) 6,370

CAP 23 CONSULTANT SERVICES (Continued)

B-4.0

(10) SPACE COSTS AND RENTAL:

Office rent, utilities and maintainance (450 sq. ft. at $2.00 per sq. ft. plus $40 per month for utilities and maintainance costs) $1,380

(11) SPACE COSTS AND RENTALS:

Classroom rental (8.75 for first room, $2.00 for second room each session two classes per week for 50 weeks) 1,075

(12) Clementine McDuff #598, Elks Bldg. 4000 sq. ft. @ 21¢ per month 10,080

Agency Meeting rooms (used two times a month for 12 months at $10.00 per meeting) 240

Auditorium (3 times a year for all day conference at $150 to $175 per day) 500

(Figures furnished by San Diego State College - Conference room seating - 143 persons plus cafeteria $155.00 per one day workshop.)

CAP 23 B-5.0

(13) CONSUMABLE SUPPLIES:

Telephone (3 business telephones with intercom and buzzer monthly service charge $23.40 plus $20.00 for excess charge for 12 months) 300

(14) OFFICE SUPPLIES:

($75.00 per desk for five employees per year) 375

(15) POSTAGE:

(at $40.00 per month) 480

(16) TRAINEE SUPPLIES:

(Paper-notebooks etc.) at the rate of $10.00 per trainee per year 350

B-6.0

(17) RENTAL, LEASE AND PURCHASE OF EQUIPMENT:

Rental or purchase of office furniture 2 desks and 2 chairs for two new positions, bookkeeper and supervisor, $54.00 each for these items. Two chairs, $46.00 each	$200

B-7.0

(18) PUBLIC RELATIONS COSTS:

(At rate of $180.00 for five minutes TV time and $26.00 for one minute radio spot plus press coverage) $10.72 per column inch	3,000
(19) NEWSLETTERS, LEAFLETS, BROCHURES	1,200
(20) BOOKS, INSTRUCTIONAL MATERIALS AND EDUCATIONAL MATERIALS FROM AGENCIES	500
TOTAL	$40,025

CAP FORM 2 PROGRAM CHARACTERISTICS

2.1 PROVISION OF NON-FECERAL SHARE

a. Non-Federal share cash - Conference travel and expenses	$ 200
NON-FEDERAL SHARE IN-KIND:	
(1) Professional Consultants	2,400
(2) Class Instructors	1,600
(3) Class Supervisors	500
(4) Preparation of Curricular materials by professionals	1,600
(5) Library research for classroom materials	525
(6) Field Supervision of trainees	6,370
(7) Classroom rental	1,075
(8) Meeting Room rental	10.080
(9) Agency meeting rooms	240
(10) Auditorium use	500
(11) Rental or purchase of office furniture	200
(12) Public relations - T.V., Radio and press coverage	3,000
(13) Newsletters, leaflets, brochures	1,200
(14) Books, instructional materials, and educational materials from agencies	500
TOTAL NON-FEDERAL CASH AND IN-KIND	$29,990

2.1 PROVISION OF NON-FEDERAL SHARE (CONTINUED)

(5) 150 hours of library research at $3.50 per hour. $ 525

The librarian will act as staff worker for the other professionals to secure whatever resources are needed for classroom and written material. The librarian will also be in charge of gathering a small collection of books on Community Action. Negro History, Mexican Culture, etc.

(6) 1,820 hours, or one hour per week per interne, of supervision of field work at $3.50 per hour. 6,370

This supervision will be done by experienced civil rights workers who know the community well or persons who have had leadership positions in community action programs.

(7) Space Cost and Rentals Classroom Rental. 1,075

Two classrooms will be used for formal instruction in the training program. This will permit discussion in smaller seminars. The class space will be available two(2) nights a week for 50 weeks at the rate of $8.75 per use for the first room and $2.00 for the second. This fee was set by San Diego Public School Administration.

(8) Meeting Room Costs, Part-time Meeting Room. 10,060

Since the office space provided is inadequate for meetings of the 35 internes, it will be necessary to rent meeting rooms at the Elks Building or other similar facility from time to time for orientation sessions, guest speakers, and other group meetings.

(9) Other Meeting Rooms. 240

In addition to this space, meeting rooms will be provided by agencies for the use of the internes on orientation visits. These facilities will average $10.00 per use. Use will be on an average of twice a month for 12 months.

(10) Conference Rooms or Auditoriums. 500

It is anticipated that the Leadership Internes shall, as part of their training organize and conduct various public meetings, conferences, and all day work shops around such subjects as voter registration, the role of women, vocational guidance workshops or job opportunities.

2.1 PROVISION OF NON-FEDERAL SHARE (CONTINUED)

b. Basis for estimating the fair value of each of the in-kind contributions:

(1) 400 hours of Professional Consultation at a Minimum of $6.00 per hour. $2,400

As part of the training program the group of 35 internes will have orientation sessions with directros or designated representatives of various public and private agencies to gain an understanding of how the services relate to and can best be utilized by residents of the Southeast area. These sessions will average 8 hours a week for 50 weeks. Also included are conferences with psychologists from Institute of Behaviorial Sciences foreevaluation design for project, as well as sensitivity training for internes.

(2) 200 hours of Formal Classroom Instruction at $8.00 per hour 1,600

Formal classroom instruction will be provided by professsional educators, doctors, lawyers, sociologists, economists etc. These professionals will have had experience through involvement with the product of the ghetto and can teach complex ideas in language understandable to those with minimal education.

Classes will be held two times a week for 50 weeks. Each class will last two hours.

(3) 200 hours of semi-professional class supervision at $2.50 per hour. 500

All classes will be attended by a class supervisor. This person will possess knowledge of the material to be presented. He will serve as an assistant to the instructor, performing such tasks as taking roll, conducting group discussions, evaluating material presented, and evaluating response of internes to the instruction.

The supervisor will have more formal education than the average leadership interne but will not have achieved the professional level. The supervisor will attend two classes a week for a 50 week period.

(4) 200 hours of preparation of curricular and other materials by professional educators at $8.00 per hour. 1,600

There is nothing remotely resembling a textbook for a pragmatic course in organizing the poor to help themselves. Necessary information in each area of concern, furnished by the local consultants, will be prepared into learning experiences by the professors in education.

2.1 PROVISION OF NON-FEDERAL SHARE (Continued)

(10) (Continued)
Experience indicates that $500 is a minimal fee for the use of an auditorium with cafeteria facilities for an anticipated total of three such all day conferences at an average cost of $150 to $175 for the day. $125 a minimum for cafeteria service plus $30.00 per day for classroom which seats 143 persons. Figures furnished by San Diego State College.

(11) Rental, Lease and Purchase of Equipment. $200

Two positions have been added to the project, a bookkeeper and trainee supervisor.
Purchase of two (2) desks at GSA prices 54.00 ea.
Purchase of two (2) chairs at GSA prices 46.00 ea.

(12) Public Relations Costs on Project. 3,000

Writing and preparation of news releases. Publicity for project through established news media: The press - including cost of photography at a rate of $10.72 per column inch, TV time at the rate of $180 for five (5) minutes, radio at $26 per one (1) minute. These rates were quoted by the Union Tribune and local radio and TV channel KOGO.

The success of this program to a great extent depends on awareness of the people to be served of the variety of aids available to them.

Leadership Training does include experience in public appearances as well as preparation of press releases and scripts for radio or TV presentation.

This is an important program expense.

(13) Newsletters, Leaflets and Brochures. 1,200

A bi-weekly newsletter will be mailed to the members of the Project Policy Committee posting them on program, anticipated programs and notifying them of meetings. From time to time, leaflets or handbills will be prepared and distributed to all residents in the Southeast Area.

2.1 PROVISION OF NON-FEDERAL SHARE (Continued)

A brochure describing the project will be printed to inform interested agencies and to publicize the project.

This figure is based on experience of the project to this date.

(14) Books, Instructional Materials, and Educational Materials. $ 500

CORE will add to the existing library books on community organization, leadership, and Negro and Mexican History. Also agencies will make available informational and educational brochures for use of internes and for distribution at the discretion of internes.

TOTAL NON-FEDERAL IN-KIND 29,790