ROANE MANAGEMENT GROUP

RFP NO: P-42-14 AD

Ref: The CommUniverCity: Training Neighborhood Leaders "BACK TO SCHOOL"

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ORGANIZATIONAL SKILLS

Roane Management Group will implement our current processes to maintain consistency and organization by utilizing the below methodology:

A. RMG has a clear understanding of HAND, COJ, and CDBG's purpose and direction.

B. Ability to communicate effectively both internally with the RMG staff and externally with HAND, COJ and CDBG.

C. Maintaining competent leadership with good organizational skills, a strong value structure and the ability to work in concert with the HAND, COJ and CDBG.

D. RMG is durable and continuous, possessing the ability to recruit and train both consultants and leaders with respect to HAND, COJ and CDBG's purpose, and also in regards to the identity and direction of the organizations.

E. RMG possesses the vitality to renew and progress by employing contractors with a diverse background in the required skills and competency's.

F. Ability to effectively manage resource of time (the non-renewable resource), finances and people.

G. RMG is responsibly responsive, that is meeting the needs of fellow contractors as well as your organization.

H. RMG has the skills required to accomplish the program objectives and evaluates programs efficacy on a regular basis.

CLASSROOM MANAGEMENT PLAN

Principle #1: Assess, clarify, and communicate needs and expectations.
Student and instructor needs, rights, and expectations should be openly discussed on the first day of class and reviewed periodically as a preventive measure.

- **Student needs/rights/expectations**: Students' basic needs include survival, belonging, power, fun, and freedom. They have a right to learn without being disrupted by others. They expect the instructor to facilitate that learning by setting limits on disruptive student behavior.
- **Instructor needs/rights/expectations**: An instructor needs the full attention of each student. He has the right to establish optimal learning environments. He may expect behavior which contributes to optimal student growth.
- **Further expectations of the student**: The student is expected to come prepared to class with appropriate class materials and a willingness to learn. The students are expected to

behave respectfully to the instructor and to other students. Furthermore, the student is expected to accept the consequences of misbehavior.

- **Further expectations of the instructor**: The instructor is expected to consider interesting curricula which meet the students' needs (listed above), to provide stimulating and useful lessons, and to always ask the students to be the best that they can be. Furthermore, the instructor is expected to use teaching practices which are likely to motivate students to engage in worthwhile learning activities.

Principle #2: Create a warm and nurturing classroom climate.
The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the Golden Rule are the key for maintaining this climate.

- **Physical environment**: The classroom should be clean and pleasantly decorated with student creations, yet free from distracting stimuli. The desks should be arranged to allow students to work cooperatively as well as allowing the instructor to circulate freely and efficiently.
- **Treatment of students**: Each student deserves to be treated with dignity and respect. Students should be personally greeted at the door. They should be given as much personal attention as possible during and outside of class.
- **Esprit de Corps**: Although there are many causes of Esprit de Corps, a instructor's enthusiasm, level of concern for the students, and class involvement all can affect the level of class togetherness. This force can benefit cooperative learning exercises, and make the curricula seem much more enjoyable.

Principle #3: Democratically develop a set of rules and consequences.
Instructors and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

- **Jointly develop class rules based on expectations and needs**: The instructor solicits help to develop a set of classroom rules and responsibilities. The ideal list would be short and reflect the concepts of mutual respect and personal responsibility.
- **Discuss Logical Consequences**: Logical consequences are results which consistently follow certain behavior. They are explained in advance and agreed to by the students. It is hoped that by understanding the consequences of disruptive behavior, that students will make better choices. Consequences should be related to the misbehavior so the students can see the connection.
- **Display the rules and consequences prominently**: Once the class has developed its list of rules, they should be displayed as a reminder to those who may wish to break them. This gives the instructor something to point at when requesting certain behavior to stop.

Principle #4: Develop a daily routine, yet remain flexible.
Students will often misbehave if they don't know exactly what they should do and when.

Instructors can avoid this dilemma by installing class routines and procedures, which allow the student to begin and complete work expeditiously.

- **Every minute counts**: As part of an effective routine, it is best for students to begin work immediately after the bell rings. Fun problems or interesting reflection topics can be put on the overhead projector to meaningfully occupy the student until attendance is taken. The activity could lead directly into the day's lesson.
- **Lesson Plans**: Part of the class time should be spent covering the daily lesson. During this time it is understood that only one person speaks at a time. Students who have questions are encouraged to raise their hands to ask them. Once the lesson has been presented, and all questions have been answered, the students are allowed to work cooperatively on their assignment.
- **Providing Assistance**: Once the lesson has been presented, the instructor is free to answer individual student questions. During this time, the instructor must be aware of what is happening in all areas of the classroom. Therefore, it is important to give "efficient help" to the students. This type of help may also reduce the number of cases of the "dependency syndrome" - students asking questions without actually needing help.
- **Managing assignment collection**: Each class has its own basket for daily assignments. At the end of the hour, on the way out of class, students drop off their completed assignments for grading.
- **Restructure or Reschedule**: It is understood that lesson plans can be affected by conditions beyond the control of the instructor. (It's sunny, can't we go outside?) There may be cases where class activities must be restructured or rescheduled to accommodate the changed conditions. It is possible, with some ingenuity, to make the situation a learning experience, beneficial to all.

Principle #5: Make learning more attractive and fun for the student.
Schools exist for the students, and not for the instructors. It is important for the instructor to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

- **Genuine Incentives**: Students respond well to the anticipation of preferred group activities, referred to as genuine incentives by Jones. It is possible to get an entire class on task if the incentive is available to all students, and attractive to the entire group so as to merit extra effort. The incentive should be both stimulating to the students, and educationally valuable.
- **Active student involvement**: The instructor can make learning more attractive by giving a coherent and smoothly paced lesson presentation. Getting the lesson going, keeping it going with smooth transitions, avoiding abrupt changes that interfere with student activity, and postponing satiation are important in maintaining positive student behavior associated with being on task.
- **Seat work Variety**: Instructors should vary the way they present their lessons from day to day. They may demonstrate, lead a group activity or discussion, or have students work quietly on their own. Routines can become ruts if there is not some variety to "spice things up".

- **Focus on student needs**: Lesson topics should be relevant to the students if at all possible. Teaching strategies should be congruent with student learning styles. The instructor should help the students develop learning goals which are real, attainable, and a source of pride. Activities should be fun for the students.

Supportive and Corrective Discipline

Principle #6: Deal with misbehavior, quickly, consistently, and respectfully.
Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences.

- **Non-verbal communication**: Body language, facial expressions, gestures, eye contact, and physical proximity all can be effective in promoting self-control by the student. It important that an instructor is aware enough to be able to recognize when misbehavior may occur, and to have non-verbal methods to prevent escalation.
- **Reminders/Requests**: It is possible that a verbal reminder of the classroom rules and consequences will be all that is necessary to stop student misbehavior.
- **Redirecting Behavior**: Upon an act of misbehavior, an instructor may describe the action to the student and suggest an acceptable alternative action. The student usually only has to be reminded of what he is supposed to be doing. For example, "Instead of reading that newspaper, I would like you to work on your homework for the next five minutes. You can read the paper later."
- **Dealing with attention-seeking students**: If an instructor ignores an attention seeking student, the misbehavior usually escalates to a level which eventually cannot be ignored. Therefore, it is best if the instructor can redirect the students behavior, and attempt to give the student attention when he is not demanding it. This method encourages students to seek motivation from within, instead of depending on attention from without.
- **Avoid Power Struggles**: It is important that the authority figure in the classroom (the instructor) not engage in power struggles with students. It is best to redirect a power-seeking student's behavior by offering some position of responsibility or decision making.
- **Address the behavior, not the character of the student**: The instructor has the power to build or destroy student self concept and personal relationships. Good communication addresses the situation directly, letting the student decide whether their behavior is consistent with what they expect of themselves.
- **Invoking Consequences**: To be effective, consequences must be applied consistently. They should never be harmful physically or psychologically to the student. When they are invoked, the student should understand that he has chosen them by misbehaving.
- **Prevent Escalation**: Sometimes students are unwilling to listen to the instructor. At this point, an instructor can help prevent misbehavior from escalating by talking (and listening) with the student privately, and rationally discuss the problem behavior. The privacy enhances the possibility for a constructive discussion. Confrontation with an unwilling student could make the instructor appear weak in front of the class.

Principle #7: When all else fails, respectfully remove the student from the class.
Continued disruptions will not be tolerated in my classroom. They are detrimental to the overall objective that all students will become active and effective learners. Therefore, such students will be respectfully removed from class, and dealt with unconventionally.

- **Insubordination Rule**: This rule states: "If a student does not accept the consequence for breaking a class rule, then he or she will not be allowed to remain in the class until the consequence is accepted." This rule should be made clear to the students from the first day, and should be strictly enforced with the administrations approval, of course.
- **Conference**: An instructor may request a one-on-one conference with the student to discuss a specific behavior problem. The goal of this conference is to gain insight so that helpful guidance may be provided. For more serious behavioral matters, the instructor may also request a conference with the student's parent or guardian with the same purpose.
- **Behavioral Plan**: This plan is for students who do not respond to conventional discipline. The plan can be written in contract form, and should include expected behaviors for the student, positive recognition for compliance, and consequences for failing. The plan should address one or two significant problems at a time, and should use consequences which differ from the previously failed ones used by the rest of the class.

STAFF COMMUNICATION TRAINING, SKILLS, AND STYLES

Dr. Levi McIntosh – Instructor

Dr. Levi H. McIntosh, Jr., is the President and CEO of McIntosh and Associates, LLC and also the Education Consultant for Roane Management Group, where he brings to the organization compelling outcomes in academics and operations, leadership development, organizational and management development, school improvement and cultural diversity. Dr. McIntosh is noted for his ability to bring added visibility, enhanced credibility and soaring organizational effectiveness.

Dr. McIntosh offers the expertise of professionals from fields ranging from fiscal accountability, exceptional student education, psychological services, grant writing, cultural diversity, evaluation and assessment, palliative care, public administration, and school administration.

Dr. Keyonda Smith – Instructor

Dr. Keyonda Smith is Education Director with Roane Medical Institute and UEI College. She is also a part time Health Educator with APEL Health. Dr. Smith has extensive history of instructing under represented students in Duval County as she teaches continuing education and diploma programs. Her experience is beneficial as her instruction is culturally and linguistically appropriate for her students.

Dr. Smith area of expertise is Preventive Medicine, Women's Health and Community Health Education.

POSITIVE FEEDBACK PLAN OF ACTION

Some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the instructor's ability to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation the students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation. To encourage students to become self-motivated independent learners, instructors will do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly. Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities will promote learning will also enhance students' motivation.

General Strategies

RMI Instructors will:

> **Capitalize on students' existing needs.** Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs.

Make students actively participate in learning. Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work.

Ask students to analyze what makes their classes more or less "motivating."

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

Incorporating Instructional Behaviors That Motivate Students

RMI Instructors will:

Hold high but realistic expectations for students. Research has shown that an instructor's expectations have a powerful effect on a student's performance. Set realistic expectations for students when the instructor make assignments, give presentations, conduct discussions, and grade examinations. "Realistic" in this context means that standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations. To develop the drive to achieve, students need to believe that achievement is possible -which means that the instructor need to provide early opportunities for success.

Help students set achievable goals for themselves. Failure to attain unrealistic goals can disappoint and frustrate students. Encourage students to focus on their continued improvement, not just on their grade on any one test or assignment. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses. For example, consider asking students to submit self-evaluation forms with one or two assignments.

Tell students what they need to do to succeed in the course. Don't let students struggle to figure out what is expected of them. Reassure students that they can do well in the course, and tell them exactly what they must do to succeed. Say something to the effect that "If the instructor can handle the examples on these problem sheets, the instructor can pass the exam. People who have trouble with these examples can ask me for extra help." Or instead of saying, "You're way behind," tell the student, "Here is one way the instructor could go about learning the material. How can I help you?"

Strengthen students' self-motivation. Avoid messages that reinforce power as an instructor or that emphasize extrinsic rewards. Instead of saying, "I require," "you must," or "you should," stress "I think you will find. . . "or "I will be interested in your reaction."

Avoid creating intense competition among students. Competition produces anxiety, which can interfere with learning. Reduce students' tendencies to compare themselves to one another. Bligh (1971) reports that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. Refrain from public criticisms of students' performance and from comments or activities that pit students against each other.

Be enthusiastic about the subject. An instructor's enthusiasm is a crucial factor in student motivation. If the instructor becomes bored or apathetic, students will too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content, and genuine pleasure in teaching.

Structuring the Course to Motivate Students

RMI Instructors will:

Work from students' strengths and interests. Find out why students are enrolled in the course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. For instance, a chemistry professor might devote some lecture time to examining the contributions of chemistry to resolving environmental problems. Explain how the content and objectives of the course will help students achieve their educational, professional, or personal goals.

When possible, let students have some say in choosing what will be studied. Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course.

Increase the difficulty of the material as the semester progresses. Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, the instructor can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge.

Vary teaching methods. Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in the course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work.

De-emphasizing Grades

RMI Instructors will:

       Emphasize mastery and learning rather than grades. Researchers recommend de-emphasizing grading by eliminating complex systems of credit points; they also advise against trying to use grades to control nonacademic behavior (for example, lowering grades for missed classes). Instead, assign ungraded written work, stress the personal satisfaction of doing assignments, and help students measure their progress.

       Design tests that encourage the kind of learning the instructors want students to achieve. Many students will learn whatever is necessary to get the grades they desire. If the instructor base student's tests on memorizing details, students will focus on memorizing facts. If the instructor tests stress the synthesis and evaluation of information, students will be motivated to practice those skills when they study.

       Avoid using grades as threats. The threat of low grades may prompt some students to work hard, but other students may resort to academic dishonesty, excuses for late work, and other counterproductive behavior.

Motivating Students by Responding to Their Work

RMI Instructors will:

       Give students feedback as quickly as possible. Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors.

       Reward success. Both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time.

       Introduce students to the good work done by their peers. Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.
- Make available copies of the best papers and essay exams.
- Provide class time for students to read papers or assignments submitted by classmates.
- Have students write a brief critique of a classmate's paper.

- Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to the lecture.

Be specific when giving negative feedback. Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever the instructor identifies a student's weakness, they will make it clear that the instructors comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded.

Avoid demeaning comments. Many students in the class may be anxious about their performance and abilities. Instructors will be sensitive to how they phrase comments and avoid offhand remarks that might prick their feelings of inadequacy.

Avoid giving in to students' pleas for "the answer". When instructors simply give struggling students the solution, they are robbed of the chance to think for themselves. RMI instructors will use a more productive approach:

- Ask the students for one possible approach to the problem.
- Gently brush aside students' anxiety about not getting the answer by refocusing their attention on the problem at hand.
- Ask the students to build on what they do know about the problem.
- Resist answering the question "is this right?" Suggest to the students a way to check the answer for themselves.
- Praise the students for small, independent steps.

If these steps are followed, students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

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IMPORTANT OUTCOME OF THIS TRAINING OPPORTUNITY

To continue the Jacksonville Community Councils original goal of developing effective community leaders, community education, conflict resolution and professional development.

Attachment 1: Leadership Pre-Test

A leader has certain characteristics that make him or her successful. Evaluate
yourself on your own personal leadership capabilities by taking the quiz below. Circle the
number that, for you, best corresponds with each statement. Be honest!

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
I am comfortable with myself	0	1	2	3
I am a good listener	0	1	2	3
I am a confident person	0	1	2	3
I am self motivated	0	1	2	3
I am organized	0	1	2	3
I am good at getting my point across	0	1	2	3
I am good at taking on new challenges	0	1	2	3
I am responsible	0	1	2	3
I am not afraid of change	0	1	2	3
People look to me for guidance	0	1	2	3
I can motivate others	0	1	2	3
I think positively	0	1	2	3
I have control of my life	0	1	2	3
I work well with others	0	1	2	3
I am an honest person	0	1	2	3
I have a sincere desire to help others	0	1	2	3
I am good at problem solving	0	1	2	3
I am a risk taker	0	1	2	3
I follow through with my goals	0	1	2	3
I know my purpose in life	0	1	2	3
Now add up the numbers in each column				
Add the column totals to get your total score	**My Total Score** _____			

Meaning of Score:

46-60* You are a well-rounded individual, and well on your way to becoming a
leader!

32-45* You have the potential to become a great leader. But, there are some
qualities you will want to develop before you are ready to take on leadership roles.

0-31* You may not think you are a leader now, but keep trying to develop your
leadership skills.

Attachment 2: Leadership Post-Test

Circle the number that, for you, best corresponds with each statement. Be honest!

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
I am comfortable with myself	0	1	2	3
I am a good listener	0	1	2	3
I am a confident person	0	1	2	3
I am self motivated	0	1	2	3
I am organized	0	1	2	3
I am good at getting my point across	0	1	2	3
I am good at taking on new challenges	0	1	2	3
I am responsible	0	1	2	3
I am not afraid of change	0	1	2	3
People look to me for guidance	0	1	2	3
I can motivate others	0	1	2	3
I think positively	0	1	2	3
I have control of my life	0	1	2	3
I work well with others	0	1	2	3
I am an honest person	0	1	2	3
I have a sincere desire to help others	0	1	2	3
I am good at problem solving	0	1	2	3
I am a risk taker	0	1	2	3
I follow through with my goals	0	1	2	3
I know my purpose in life	0	1	2	3
Now add up the numbers in each column				
Add the column totals to get your total score	**My Total Score** _____			

Meaning of Score:

46-60* You are a well-rounded individual, and well on your way to becoming a leader!

32-45* You have the potential to become a great leader. But, there are some qualities you will want to develop before you are ready to take on leadership roles.

0-31* You may not think you are a leader now, but keep trying to develop your leadership skills.

Attachment 3: Bus Tour Evaluation

Evaluation Form for the CommUniverCity Bus Tour

Sponsored by HAND, COJ and CDBG

The Jacksonville CommUniverCity staff wants its educational Bus Tours to be as useful as possible for all participating community leaders.

Could you please take a moment to fill out this brief survey giving us your opinions about the Bus Tour?

To submit your **response via email**, please copy and paste the questions and type your responses into an email addressed to **kmarie.smith@yahoo.com**.

To submit your **response on paper**, please print this page and take or mail it to: **214 N. Hogan Street 8th Floor, Suite 800 Jacksonville, FL 32202**

Date of Bus Tour ____/____/_____

1. Are you a representative of the CommUniverCity or are you a Leadership student?
_____

2. Did you find this Bus Tour helpful? (circle one)

Yes   No   Somewhat helpful.

3. What did you like **best** about this Bus Tour?

4. What did you like **least** about this Bus Tour?

5. Do you have any **suggestions** for how we could improve this Bus Tour?

6. Are there **other types of educational forums** that you would like to be held in your community?

Name (optional):_____

Attachment 4: CommUniverCity Evaluation

CommUniverCity Course Evaluation Form

Thank you for taking time to fill out our Course Evaluation Form. We use the information on this form to better tailor our services to you. The evaluation forms themselves are not given to the instructors. Unless you request otherwise, your feedback will remain anonymous. We hope this gives you the freedom to be completely honest with us.

You may mail this form to **214 N. Hogan Street 8th Floor, Suite 800 Jacksonville, FL 32202** or supply it to your HAND, COJ or CDBG representative.

Class Name: _____

Instructor Name: _____

Please rate the following items on a scale of 1 to 10, with 1 being that you highly disagree and 10 being that you wholeheartedly agree:

1. The instructor was knowledgeable about the topic: 1 2 3 5 6 7 8 9 10

2. The instructor was well prepared: 1 2 3 5 6 7 8 9 10

3. The instructor presented the topic clearly: 1 2 3 5 6 7 8 9 10

4. The instructor presented the topic with enthusiasm: 1 2 3 5 6 7 8 9 10

5. The instructor provided information useful to me: 1 2 3 5 6 7 8 9 10

6. The instructor used the course as a "hard sell" for a product or service product or service: 1 2 3 5 6 7 8 9 10

7. The instructor was punctual: 1 2 3 5 6 7 8 9 10

8. The instructor met the expectations set forth in the catalog description: 1 2 3 5 6 7 8 9 10

9. The class provided me with an opportunity to interact with others: 1 2 3 5 6 7 8 9 10

10. I would recommend the class to others: 1 2 3 5 6 7 8 9 10

Comments:

Attachment 5 – Session 2 – Meetings

Attachment 6 – Session 3 – Safety

Attachment 7 – Session 4 – Communication

Attachment 8 – Session 5 – CDBG/Non-Profits

Attachment 9 – Session 6 – Government in Action

Revised BUDGET page 06/25/2014

1. **Tuition-based per student for 9-week program:**

   $500 per student for the entire 9-week program.

2. **Itemized Budget:**
   - 250 Bags $1125
   - 150 T-shirts $1000
   - Refreshments $2575 (3.00 x 75 attendees x 7 sessions)
   - Breakfast/Lunch Bus Tour $900 (12.00 x 75 attendees)
   - Curriculum Development $500
   - Classroom Materials   <u>$990</u>

                        $7,090

   - Consultant Salary   <u>$15</u> per attendee (15.00 x 75 attendees)

                        $1,125 X 9 sessions

   Budget Total   **$17,215 = $500 per student**