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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13700
Folder ID Number: 13700-008

Folder Title:
Cincinnati Youth Collaborative - Taft High School 1/12/90 [OA 8309]

Stack:	Row:	Section:	Shelf:	Position:
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Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Memo	Re: Cincinnati Youth Collaborative Personal Stories. (3 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Cincinnati Youth Collaborative Taft High School 1/12/90

Date Closed: 10/13/2004
FOIA/SYS Case #:
Re-review Case #: 2004-2265-S
P-2/P-5 Review Case #:

OA/ID Number: 08309

MR Case #:
MR Disposition:
Disposition Date:

Appeal Case #:
Appeal Disposition:
Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P-3 Release would violate a Federal statute [(a)(3) of the PRA]
P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
(b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
(b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]
(b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
(b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
(b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
(b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
(b)(9) Release would disclose geological or geophysical information

underline the bolds for cards?

(Lange/Cawley)
January 11, 1989
4:45 P.M.
[CINCINN.DOC]

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME] 1:35 p.m.

[[Thank you, Mr. Henderson. You know, no matter where I go,
or how old I get, it **still** makes me a little nervous to be talked
about by a principal...]]

But thank you, Mr. Principal; Superintendent Powell; and all
of the students here today, for such a kind welcome.

[[Most of all, I want to thank the band: I hear they only had
a few days to learn how to play that Presidential tune. With
talent like that, any day now I expect we'll see them on MTV...]]

It's great to be here. It's not often a President gets to
stand in a gymnasium full of success stories.

Taft High School and the city of Cincinnati are showing the
rest of the country what's possible, when students and people in
a community strive for excellence, together.

[[And I don't just mean the Senators -- though your Senators
are racking up a better record than ours are in Washington...]]

You've got students, parents, schools, business and
religious groups, all united in a great enterprise: the
Cincinnati Youth Collaborative. It's a partnership that builds
brighter futures -- every day -- one student at a time.

I'd like to recognize a very special person, who's brought the CYC to life -- a local heroine -- Sister Jean Harrington. And let me offer congratulations and best wishes to the man who's taking over -- Mr. John Bryant.

You know, you've got something truly unique going on here. On January 29, I understand that every television station in Greater Cincinnati -- all six broadcasting companies and two cable channels -- will be launching a two-hour program called a Future-Thon.

It's like a telethon for the schools of Cincinnati -- but Future-Thon is asking for something more precious than money. It's asking people to volunteer their talents and their time to be role models -- to help Cincinnati students get the future they deserve. And the kids of Cincinnati deserve the best.

If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means classes for college entrance exams, that have sent scores up by 25 percent. A new child care center, opening next fall. And training in computers, for every student who goes to Taft.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining more than skills.

You're gaining power. Purpose. A friendship you can count on. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

Let me offer special thanks to those adults who are serving as CYC mentors. Every adult in America can gain so much, by developing a special relationship with a young person. When you lift the spirits of the young, you raise their horizons to the stars. You give them the promise of a future bright with possibility.

I hope the adults here today are just the first of what will soon be thousands like you, helping the young people of your community.

One young woman here, Loretta Engleman, recently said, "I know what I want out of life. I know where I'm going." Every student here at Taft is at a point in life when there are a lot of choices to be made. Important choices.

And if life is the sum of the choices you make, whatever challenges you're facing, you understand that drugs only make them harder to handle. You already know how drugs destroy lives -- a few of you have seen it happen. Maybe you lost a friend.

4 Or maybe you see or hear about drug dealers making big money. But in the drug trade **there are no benefits. No security. And no retirement plan.**

Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But **real** success is something else.

An educated man or woman gains so much more. With just a pen or a pencil, and a desire to learn, **there are no limits to success.**

Maybe it has to do with finding your talents. Using them to reach your fullest potential, **whatever** path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right under your hat. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed deep in your heart.

So let me congratulate every one of you, for what you're doing here. You're proving to yourselves, and those around you, that you have potential. That you can succeed.

That's why I'm pleased to announce today that the Cincinnati Youth Collaborative is the 40th White House daily "Point of Light." On behalf of the nation, thank you for showing that from now on in America, any definition of a successful life must include serving others.

You go to a great school -- in a wonderful town -- in the greatest nation on the face of the earth.

Your dreams are within your reach. May every single one of them come true. God bless you -- and God bless the United States of America.

#

THE WHITE HOUSE
WASHINGTON

1990 JAN 11 PM 5:35
THE PRESIDENT HAS SEEN
1/12/90

JANUARY 11, 1990

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: CHRISS WINSTON *W*

FROM: MARK LANGE *ML*

SUBJECT: REMARKS FOR TAFT HIGH SCHOOL EVENT
IN CINCINNATI, OHIO

Attached are brief remarks (6-8 minutes) for your appearance at Robert A. Taft High School in Cincinnati, on Friday, January 12, at 1:35 p.m.

You will address an audience of some 900 students -- as well as teachers, administrators, mentors and tutors in the Cincinnati Youth Collaborative program (CYC).

The program is an outstanding example of a community uniting to improve education and the lives of its young people.

Your remarks to the students commend the program and those involved, encourage more adults to get involved, and cite the CYC as your 40th daily "Point of Light".

(Lange/Cawley)
January 11, 1989
4:45 P.M.
[CINCINN.DOC]

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[[And I don't just mean the Senators -- though your Senators are racking up a better record than ours are in Washington...]]

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Cincinnati Youth Collaborative

1989 Annual Report



All of these children will graduate if . . .

. . . All Cincinnatians – parents, teachers, religious leaders, business people, senior citizens, members of service organizations, professionals, etc. – **Unite for Youth**. Each one has something to share with a student - something to give them reason to believe that they are worthwhile, that they have potential, that they can succeed.

The challenge is great. The problems are complex. But with the support of all we can make a difference. Our responsibility is to provide quality education and a healthy environment for our most precious resource – our children.

During 1988/89 the support received by the Cincinnati Youth Collaborative from Cincinnatians from all walks of life was tremendous. We are deeply grateful to each of you for your commitment and your generous help.

We move into the future with an acute awareness of the complexity of the task which we have undertaken. With your support, we have made progress. With your continued support, we will be able to ensure that our children will arrive at adulthood possessing the academic and social skills they need to become contributing members of our Cincinnati community.

A handwritten signature in black ink, appearing to read "John E. Pepper". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

John E. Pepper, President, The Procter & Gamble Co.

A handwritten signature in black ink, appearing to read "Lee Etta Powell". The signature is cursive and elegant, with a large initial "L".

Lee Etta Powell, Superintendent, Cincinnati Public Schools

A handwritten signature in black ink, appearing to read "Peter Strauss". The signature is cursive and bold, with a large initial "P".

Peter Strauss, Cincinnati City Councilman

THE VISION

All Cincinnati youth will graduate from high school with the training, knowledge, work habits and motivation to realize their full potential-whether they are entering the workplace in a productive and satisfying job or going on to college.

All members of the Cincinnati community will work together in unprecedented partnership to achieve this goal. Students, parents, schools, business and religious communities, city government and service organizations - all will be **United for Youth**.

THE MISSION

Moving toward the vision, the Collaborative's mission is:

- to increase the number of pupils involved in early childhood education programs,
- to improve the overall academic performance of students,
- to reduce the number of dropouts,
- to increase the number of students attending college, and
- to increase the number of youth entering the job market.

THE ROLE

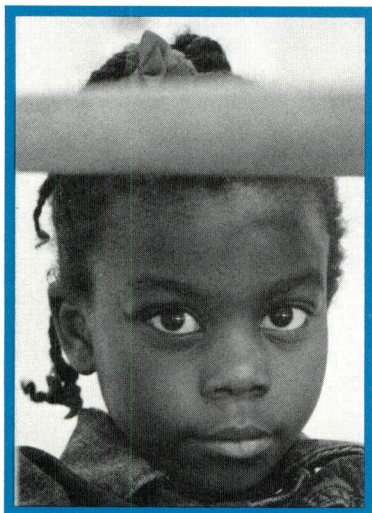
Through its three roles as Catalyst, Coordinator and Sponsor, the Collaborative enters the lives of youth, encouraging, motivating and guiding.

As a Catalyst . . . The Collaborative identifies challenges and brings together people and organizations to support its goals.

As a Coordinator . . . The Collaborative combines programs that benefit students and strengthen ties among schools, colleges/universities and community service agencies.

As a Sponsor . . . The Collaborative directly underwrites a limited number of initiatives, including the Taft/McKinley Preschools, the Taft District Project, Bridges to College and Bridges to Jobs.

TAFT/MCKINLEY PRESCHOOLS PILOT



The Mission:

- to increase the number of pupils involved in early childhood education programs

“Reading, Riting and Rithmetic” — tempered with heavy doses of relationships and reality — are regular fare in the Cincinnati Youth Collaborative preschools. These “five ‘R’s” are developing well — despite the harsh daily lives of many of the children and their families.

The four classes for three-year-olds — two at McKinley and two at Taft Elementary Schools — serve low-income Appalachian and Black families. Teams of skilled constructivist teachers conduct the classes. Two outstanding educational consultants offer counsel and guidance. The teachers are instilling the ideas in the children that school is an important place, and that there are adults outside their homes who care about them and that they will help them develop a desire to learn.

This includes learning to read and write, learning to solve problems, and learning to relate to other people. It is a slow process and sometimes frustrating for children and teachers alike, but one in which failure is not an option.

Some of the children have had extremely negative life experiences. They need special guidance in order to fit into a school environment. In special cases, the preschools work with a consultant from the Cincinnati Center for Development Disorders. Belligerence, low self-esteem or other maladaptive behaviors are the problems. The goal is to prepare all the children to function positively in a school setting by the time they reach kindergarten or first grade.

State funding of pre-schools is now permissible in Ohio. The Cincinnati Youth Collaborative will work with other groups to help ensure that such funding is available to Cincinnati for the expansion of pre-school programs.

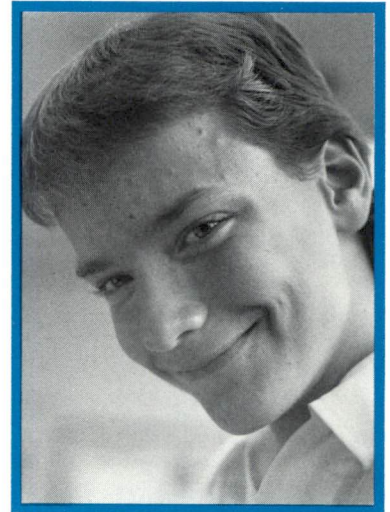
THE TAFT DISTRICT PROJECT

The Mission:

- to improve the overall academic performance of students
- to reduce the number of dropouts

The Taft District Project seeks to improve student motivation and achievement at Taft High School and at Porter and Bloom Middle Schools. These middle schools are the feeder schools for Taft High School.

During the first full year of operation, the project had some promising beginnings.



Earn & Learn

During the 1988-89 academic year 68 seventh and eighth grade pupils who participated in the first Earn and Learn program in the summer of 1988 continued to work together in newly formed Earn and Learn Clubs. These students achieved significantly higher attendance rates and did better academically than the school average.

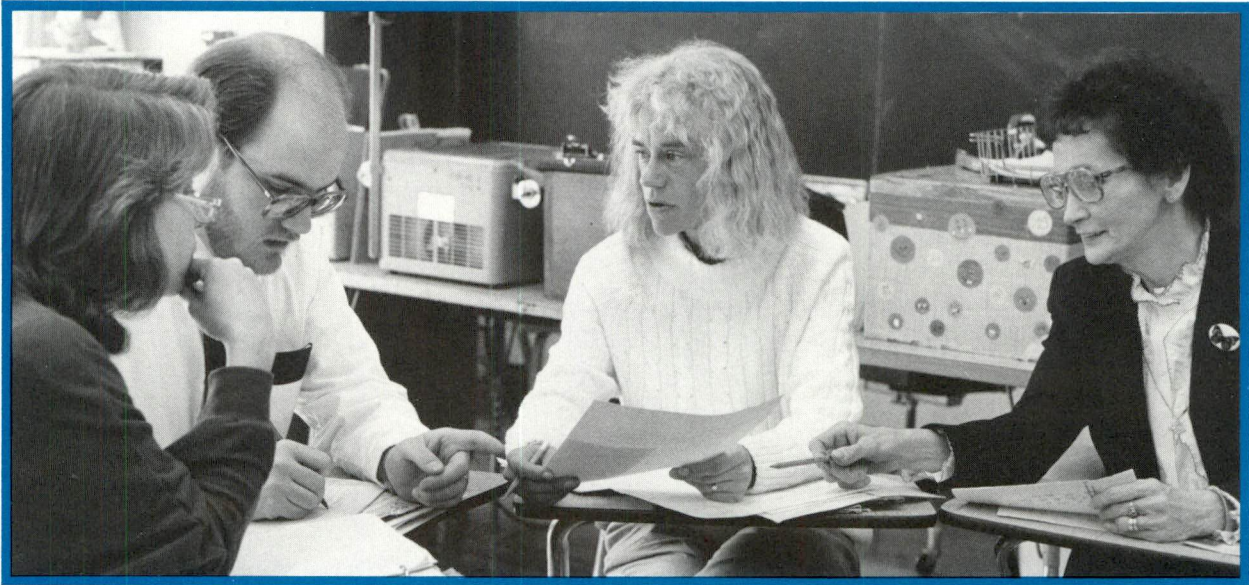
EdVenture

In EdVenture seventh and eighth grade pupils take part in new experiences to become culturally enriched and to learn about career opportunities.

In the 1988-89 school year about 120 students joined in one or more EdVenture experiences. Students visited the campuses of the University of Cincinnati, Cincinnati Technical College and Central State University. They toured the Black Cultural Museum, the Sunrock Farm and Channel 5.

Jobs for Cincinnati Graduates

Jobs for Cincinnati Graduates directed a program to serve 100 at-risk juniors at Taft High School. JCG counselors helped several students remain in school after they had made a decision to drop out. Eighty-seven of these target juniors have become seniors and will join the 12th grade JCG program.



Middle School Reorganization

The Cincinnati Public Schools will expand the team-teaching concept piloted at Bloom and Porter Middle Schools to the Merry and Gamble Middle Schools in the 1989-90 academic year. Funding for additional in-service programs and workshops on effective Middle School interventions is part of the 1989-90 CYC program.

Resource Coordinators

Tara Harris at Taft, Jackie Cunningham at Bloom and Leslie Mackson at Porter link students with appropriate agencies and volunteers to assure that students receive needed help in order to be school ready. As soon as funding is available Cincinnati Public Schools will expand this coordinator concept to other schools.

Mentors and Tutors

Mentors and tutors worked with students at Taft, Porter, and Bloom during the 1988-89 school year. The performance of mentored students versus those without mentors will be analyzed carefully during the coming school year. The Cincinnati Youth Collaborative and the Cincinnati Public Schools are seeking additional mentors and tutors as role models to care for and support young people in the core city.

Teacher Training

With CYC assistance, the Cincinnati Public Schools offered teachers training specifically designed to help raise their expectations of students. Workshops for teachers in the Taft District offered cooperative learning techniques.

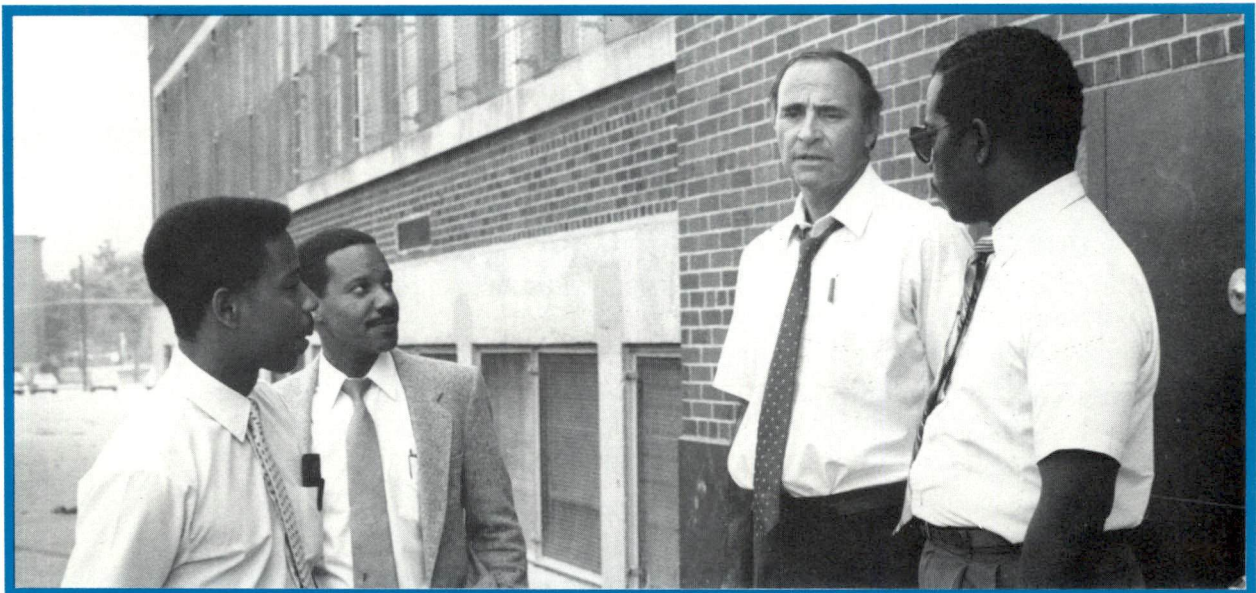
Community Support Committee

This CYC group organized the “Fed Up With Failure – Stay In School” rally April 22 at Union Terminal. Hundreds of students and parents from all schools throughout the West End and Lower Price Hill communities joined in. This beginning promises new parent and community initiatives in behalf of young people in 1989-90.

While these initiatives are laying the foundation for improvement, the desired overall change in attendance, dropout rate and academic performance was not realized. In 1988-89 an in-depth evaluation of the program was made by University of Cincinnati staff and the implementation of many of their recommendations will be made in 1989-90.

New initiatives for the 1989-90 school year include the following:

- Development of a health and wellness program at Taft High School modeled along the lines of a similar program successfully piloted at Withrow High School.
- Additional training for middle school teachers on effective techniques to deal with at-risk inner-city students.
- New initiatives for mentor/tutor recruitment, training, support and recognition.
- Additional computers, computer training and software for the middle schools.



BRIDGES TO COLLEGE

The Mission:

- to increase the number of students attending college

Scholarships for Our Kids

During the 1988-89 academic year, the Cincinnati Youth Collaborative's Scholarships For Our Kids program assisted 127 Hamilton County Public and Parochial School graduates to attend college. Administered by the Cincinnati Scholarship Foundation grants totaling \$200,000 were awarded. Priority was given to students attending schools belonging to the Greater Cincinnati Consortium of Colleges and Universities. 116 of these young people satisfactorily completed their first year of college.

For year two 220 students (110 sophomores and 110 freshman) received financial assistance from the CYC for the 1989-90 academic year. Grants totaling \$300,000 have been awarded for this academic year. Scholarship recipients are forming a service group who will carry positive and encouraging messages to high school students.

Initial planning has begun to determine how future funding for the sustaining and expansion of this program can be assured.

College Information Center

The Cincinnati Youth Collaborative hired an Executive Director for the College Information Center. The Center opened in donated space in the downtown Lazarus store in late summer. Staffed primarily by volunteers, the Center will assist students and their parents with college and career counseling. Volunteer counselors will help in completing college and financial aid application forms, and in researching sources of financial aid. Plans include creative satellite centers in several neighborhoods and placing volunteers in the schools to assist in completing college and financial aid application forms.

Higher Education Connection

All the Greater Cincinnati area colleges and universities have started many programs, both individually and together with the College/University Consortium, to increase college awareness among high school, junior high school and elementary school students. Programs include such efforts as on-campus visits and tours, career exploration days, ongoing mentoring and "bridge" programs, special scholarship awards, and both school year and summer on-campus enrichment programs.

BRIDGES TO JOBS

The Mission:

- to increase the number of youth entering the job market

Through its efforts and community-wide cooperation, the Building Bridges to Jobs committee has moved towards its goals:

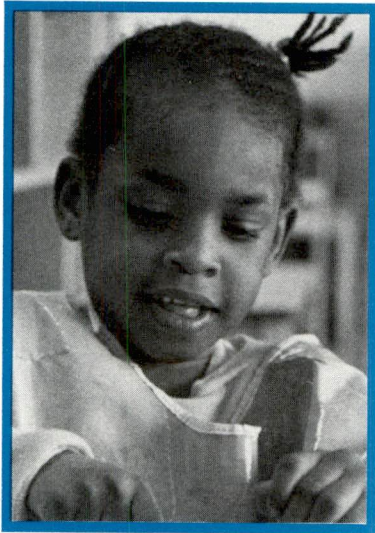
- to provide greater awareness of job opportunities and more effective job preparation for students.
- to better identify what jobs need filling among local employees.
- to better match employment needs with qualified young people.

The Jobs Network (in concert with several agencies that serve youth – Cincinnati Public Schools, Citizens Committee on Youth (CCY), Jobs for Cincinnati Graduates (JCG), Youth Employment Services (YES), and the Urban League) helped develop and secure entry level job opportunities. The Network office supported by the Private Industry Council served as a central contact for companies seeking employees.

Employer Forums planned by the Network helped businesses and agencies communicate job expectations, services and programs. More than 250 additional summer and permanent jobs for young people resulted. The agencies of the Network place more than 1000 young Cincinnatians in permanent jobs annually. CCY and YES provided more than 4,000 summer jobs for young people in 1989.

With the help of a \$500,000 grant from the Department of Labor a comprehensive multifaceted initiative was developed and is being piloted at Aiken High School this year. After successful piloting, this program may be expanded to other area schools. It includes three elements:

- A "World of Work" program will be integrated into the high school curriculum. The program will help students through classroom training and strengthened counseling to become more aware of career opportunities and what is required for success in careers.
- A Career Development Office has been established to provide career information, counseling, guidance and coordination responsibility for student job development, matching, placement, retention and liaison activity with job providing agencies.
- A Job Development Campaign will be conducted among Cincinnati businesses by volunteer people under the auspices of the Chamber of Commerce, to secure permanent, summer, part-time and co-op jobs for students.

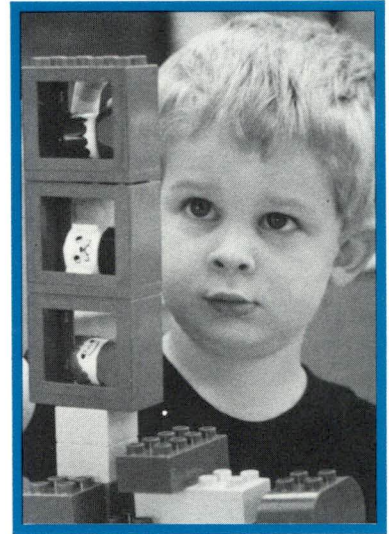


ACHIEVEMENTS OF 1988-89

- Taft/McKinley Preschools in session
- Taft District Project launched
- EdVenture enrichment program in place
- Earn and Learn summer jobs program expanded to serve 150 students
- Mentoring and Tutoring programs expanded
- Leadership Development program initiated for teachers and administrators
- Department of Labor Grant received to implement school-to-jobs transition program at Aiken High School
- College/university and school systems links strengthened
- 220 students awarded last resort scholarships
- Links strengthened with major youth serving organizations and agencies
- Collaborative vision/plan shared with other cities
- Community awareness of youth problems raised
- College Information Center established

KEY PRIORITIES FOR 1989-90

- Achieve key pilot project goals at Taft and McKinley pre-schools and at Taft High and Bloom and Porter Middle Schools.
- Expand leadership training programs for teachers and administrators.
- Develop district-wide student leadership groups to assist in achieving CYC goals.
- Develop a community-wide volunteer program that places priority on mentoring/tutoring.
- Create organization and plans to generate endowment funds for Bridges to Colleges financial aid grants.
- Ensure that the College Information Center is fully operational.
- Prepare students for the job market by implementing the Aiken School-To-Work Transition program.
- Inform and galvanize community support for the key priorities.
- Strengthen local community ties with the schools.
- Expand the Earn and Learn Program.
- Expand preschool education by securing state funds.



CINCINNATI PUBLIC SCHOOLS REPORT

CLASS OF 1989 STATISTICS

In 1985, 5,133 students were enrolled in the ninth grade in Cincinnati Public Schools. During the next four-year period, 1,097 students withdrew to continue their education elsewhere.

Student Category*	Number	Percent
Graduates	2,147	53.2%
Students still enrolled in CPS	537	13.3%
Student dropouts	1,352	33.5%
Total number of students in 1985-89 class minus those continuing education elsewhere	4,036	100.0%

ACHIEVEMENT TESTS RESULTS

In April 1989, Form E of the California Achievement Test (CAT) was given for the second time. All students in grades 1-11 were tested in reading, mathematics and language.

In grades 1-11:

- 41.0 % of all students scored at and above the national norm in reading.
- 42.4 % of all students scored at and above the national norm in mathematics.
- 40.2 % of all students scored at and above the national norm in language.

DATA ANALYSIS

In reading, there was a 1.2% increase in students scoring at and above the national norm.

Mathematics increased 0.1%.

Improvement was the greatest in language with a 3.4% increase.

GOALS RELATED TO THE COLLABORATIVE

1989-90 THROUGH 1993-94

GOAL:

- Improve student academic achievement levels.

Indicators of success

- a. Increase by 2.5 percentage points per year the number of students scoring at or above the national norm in reading, language and mathematics.
- b. Increase by 2 percentage points per year the number of correct responses on tests of essential skills in reading and mathematics.
- c. Increase annually the percentage of secondary students enrolled in one or more academic courses.
- d. Increase student promotion rates annually by 2 percent at grades 7-9 and by 1 percent at grade 1.
- e. Increase the number of students who continue their education after they graduate from high school.

Data Analysis

- a. Language success exceeded projection; reading projection was met; mathematics fell below projection.
- b. On the Instructional Assessment Tests, reading performance at the primary level was better than 70% correct and at the middle school level was almost 60% correct.
- c. More students were enrolled in academic courses.
- d. At grade one, promotion rates increased by 2.6% but fell short at grades 7-9.
- e. The number of students enrolled in post high school programs remained approximately the same—49%.

GOAL:

- Reduce the number of student dropouts

Indicators of success

- a. Reduce the annual rate of student dropouts by 2 percentage points per year.
- b. Increase the rate of student attendance by .5 percentage points per year.
- c. Increase the number of students in the Peter H. Clark Academy (new established alternative high school for students with special needs) to program capacity.

Data Analysis

- a. Dropouts exceeded the 2% criterion
- b. Student attendance dropped by 1% (90.4 vs 91.5) in 1989 versus 1988.
- c. The number of students enrolled in the Peter H. Clark Academy has increased by approximately 75 students.

FINANCIAL REPORT

Revenue:

Corporations	\$1,407,224
Foundations	261,803
Individuals	97,791
Grants	532,669
Other	121,632
Interest	89,591

Total Program Revenue: **\$2,510,710**

Expenses:

In-School Projects	\$488,516.04
EdVenture/Earn & Learn/Mentoring	63,307.64
Preschools	129,246.73
Leadership Training	63,584.06
Social/Community Services	44,549.70
Last Resort Scholarships	197,063.28
College Information Center	12,983.42
Jobs Network	23,692.33
Jobs for Cincinnati Graduates	165,000.00
Special Projects	69,512.64
Administration/Misc.	126,589.49

Total Program Expenses: **\$1,384,045.33**

Excess of Revenue over Expenses: **\$1,126,664.67**
(Carry-over to fund 1989/90 Budget)

Budget (in thousands of dollars)	<u>1989/90</u>	<u>1990/91</u>
In-school Projects	814	779
EdVenture/Earn and Learn	144	173
Mentoring/Tutoring	120	120
Pre-schools	187	197
Leadership Training	243	243
Social/Community Services	45	30
Last Resort Scholarships	403	600
College Information Center	120	120
Jobs for Cincinnati Graduates	170	175
Communications	47	48
Community Support	10	10
Special Projects	232	225
Administration/Misc.	125	125
Total:	2660	2845



1989 CONTRIBUTORS

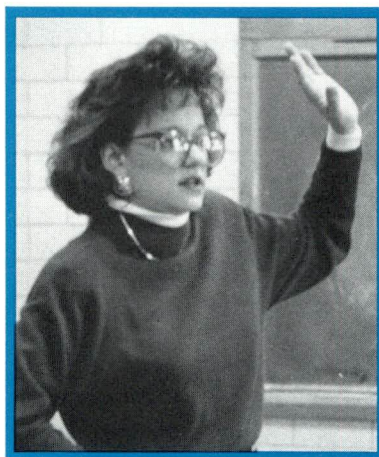
During academic 1988/89, these contributors have donated or pledged toward the Collaborative's three-and-a-half year operating budget of \$7.2 million. To date, \$6.9 million has been pledged. The Cincinnati Youth Collaborative gratefully acknowledges each donor.

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Executive Director

Sam Moore
Associate Director

Melody Schwartz
Administrative Assistant





A year ago, at the end of the Collaborative's first year, I wrote in this space, "A year to be remembered . . . a year when the dreams of the Cincinnati Youth Collaborative began to become a reality."

This year, I must address that "reality." The Collaborative has served needs far greater than even its creators deemed possible, needs of such intensity that, should these needs go unmet, the results will greatly alter the fabric of life in Cincinnati.

Thus, my message this year is a sobering one. Too many children in Cincinnati are not achieving their potential. The leadership and staff of the Collaborative urge you to join in motivating and supporting young people. They must strive for academic success. We need to have all Cincinnatians involved somehow in this community effort of being ***United for Youth.***

Jean Patrice Harrington, S.C.

Jean Patrice Harrington, S.C.
Executive Director



CINCINNATI
YOUTH
COLLABORATIVE

United by Youth

Robert A. Taft High School

The *EXCEL* Mentor Program

Partner in Education: Lazarus

Robert A. Taft High School
420 Ezzard Charles Drive
Cincinnati, Ohio 45214
(513) 381-0890

**Orlando Henderson
Tara R. Harris
Fred Hill
John Lambert
David Clark**

**Principal
Coordinator
President, Alumni
Chairperson
Lazarus**

Acknowledgement: Tara R. Harris/James A. Brock

EXCEL Mentor Steering Committee

James A. Prock

John Lambert

Dorothy Coleman

Phil Mendes

Roni Grant

Shirley Powell

Tara R. Harris

Lorie Pullen

Fred Hill

Stacey Reid

Andrea Hughes

Ed Sales

Robert A. Taft Faculty

Orlando Henderson	Principal	977-8008
Tara R. Harris	Coordinator	977-8021
Mary Gladden	Asst Principal	977-8015
Wayne Homer	Asst Principal	977-8016
William Susco	Asst Principal	977-8056
Tom Byrne	Counselor	977-8022
Jerry Darling	Counselor	977-8018
Dorothy Coleman	Counselor	977-8017
India Cross	Counselor	977-8020
Karen Oldham	Visiting Teacher	977-8051
Switchboard		381-0690

Mission Statement

To help students reach their fullest potential through volunteers, programs, and resources.

Goals

To improve attendance, academic achievement and attitudes

To improve student's self-esteem, motivation, and the ability to reason and think critically

To expose students to the "World of Work"

To broaden student's perception of the world (community)

Mentoring is ...

a relationship which is developed between students and adults for the purpose of improving the student's academic achievement, raising their self-esteem and broadening their outlook on life. This challenge can be achieved by developing his/her awareness of future career possibilities and appreciation of other learning environments.

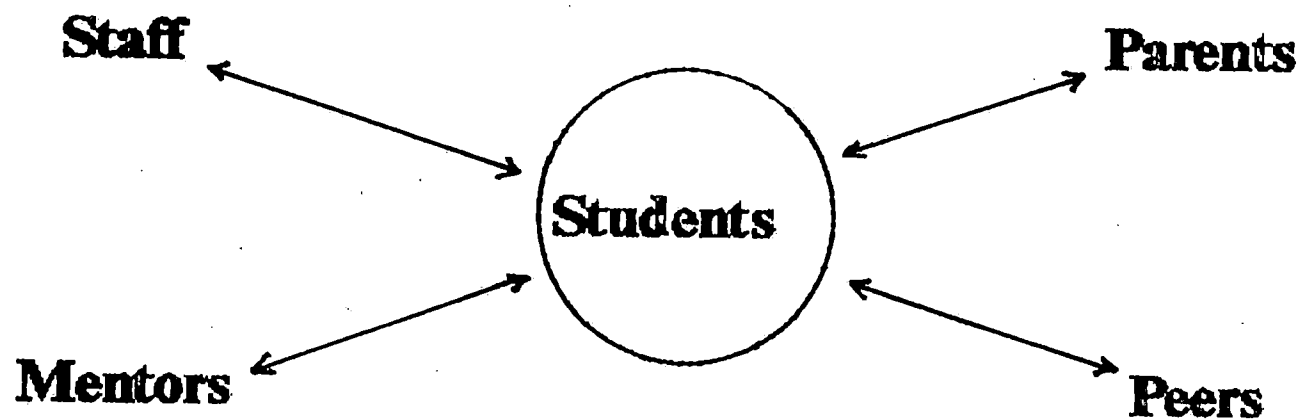
Tutoring

Volunteers may tutor one or more students, twice a week for 45 minutes each session. The school library is used to facilitate tutoring activities. Subject categories include English, Mathematics, Science, Social Studies, and Foreign Languages.

**The Excel Mentor Program
Robert A. Taft High School
CALENDAR**

August 24, 6:00 p.m.	EXCEL Orientation, Queen City Vocational School
August 25, 5-7:00 p.m.	Staff/Volunteer Picnic (Lunchroom Taft) Football Game (Indian Hills, Home Game)
August 29, 8:00 p.m.	First Day of School/EXCEL Kickoff
September 13, 6:30 p.m.	EXCEL Steering Committee Mtg. - Q.C.V.C.
September 15, 7:30 p.m.	EXCEL Day Football Game (McNicholas)
October 11, 6:30 p.m.	EXCEL Steering Committee Mtg. - Q.C.V.C.
October 13, 6:00 p.m.	EXCEL Reception, Taft High School
October 13, 7:30 p.m.	EXCEL Mentor Concert
November 8, 6:30 p.m.	EXCEL Mentors Seminar/Library
November 17, 6:00 p.m.	EXCEL DAY/Library
December 13, 6:00 p.m.	EXCEL Christmas Party, Q.C.V.C.
January 10, 6:30 p.m.	EXCEL Steering Committee Mtg., Taft Library
January 12, 6:00 p.m.	EXCEL DAY (Home Basketball) 7:30 p.m.
February 14, 6:30 p.m.	EXCEL Mentors Seminar - Library
~~cancelled~~ ~~February 9, 6:00 p.m.~~	~~EXCEL DAY (Home Basketball) 7:30 p.m.~~
March 17-18, 4:00 p.m.	EXCEL Retreat - Camp Stonybrook
March 14, 6:30 p.m.	EXCEL Steering Committee Mtg., Taft Library
April 11, 6:30 p.m.	EXCEL Steering Committee Mtg., Taft Library
April 20, 6:00 p.m.	EXCEL DAY
May 9, 6:30 p.m.	EXCEL Steering Committee Mtg. Taft Library
May 12, 12:00 Noon	EXCEL Picnic
June 7, 6:00 p.m.	EXCEL Recognition Day - Q.C.V.C.

The Taft Family



Cincinnati Public Schools
Robert A. Taft High School
420 Ezzard Charles Drive
Cincinnati, OH 45214
Phone: 381-0890

School History

Robert A. Taft High School was dedicated in 1953 and was named after one of Ohio's esteemed and illustrious United States Senators. The site was purchased by the Cincinnati Board of Education for \$7,000,000. The 5.9 acres of land are bounded by Ezzard Charles Drive, John Street, Armory Avenue, and Central Avenue.

R. A. Taft High School first opened its doors in 1955, serving the following areas: West End, Mt. Auburn, Over-the-Rhine, Mt. Adams, Lower Price Hill and Downtown. The feeder junior high schools are Bloom and Porter.

Taft High School, through the years, has traditionally been held in high regard throughout the city. We have pride in our school. We hope you will become a part of our fine school spirit and tradition.

Alma Mater (Taft Invictus)

Oh Taft, Our Taft beloved Alma Mater
Secure in thy strength, enfold each son and daughter.
Lead on, lead up, lead forth in paths of glory.
"To strive for the heights," will our motto be —
Thy teachings our guide to our destiny.
With goodness and honor our namesake endows.
Great Senator and Citizen, his precepts are our vows.
We pledge to be faithful and bring thee fame.
We hail thee, revere, extol thy name.

School Colors: Green and Gold

School Nickname: Senators

Taft High Days

Red-rimmed hills that border western sky,
Say again the end of day is nigh.
Copper clouds reflect the final ray,
In a song we sing to passing day.
Now the time has come to say farewell
To our high school days we've loved so well,
To the hours of toil, the hours of play
To the friends who helped along the way
Carmen glow, foretelling new days birth
Peaks between night's curtain and the earth,
Each new sun that's born will surely bring
Happy hours and joyful songs to sing
Now we leave to start another day,
Let us pause together while we may,
Take a quiet moment to recall -
Days at Taft - - most precious days of all.

The Cincinnati Youth Collaborative

Wavy Threat

The Cincinnati Youth Collaborative was formed in early 1987, in response to a growing concern about the increasing number of individuals unable to fully participate in our society because they dropped out of school or lacked the knowledge and skills to get a good job.

It is the hope of the Collaborative that every student in Cincinnati will enter and graduate from high school with the skills and motivation to go on to a good job or further education. The Collaborative will provide scholarships for students, open doors to employment opportunities after high school, and reach students with the physical, mental and emotional support they need.

Taft High School is part of a pilot program that will increase guidance services and instructional support to 1,100 students in grades 9-12 where failures in dropout and attendance rates are abnormally high. Teachers will be given special assistance with greater involvement from parents, volunteers, and community resources.

The Vision

All Cincinnati youth will graduate from high school with the training, work habits, and motivation to go on to realize their fullest potential - whether in a productive and satisfying job, or in the college of their choice.

All members of the Cincinnati Community will work in unprecedented partnership to help our youth achieve their goal.

Hard data will be made available to measure our progress to this vision on a continual basis.

As a result of the youth collaborative helping youth to achieve their fullest potential, we will see sharp declines in school dropouts, youth unemployment, and other problems affecting the young.

The citizens of Cincinnati will take enormous pride in the progress that Cincinnati's youth are making to achieve their goals. They will know this is critical to the future of Cincinnati - socially and economically.

Mentoring Program

The Mentoring Program at Robert A. Taft was initiated in September, 1989. A mentor is a mature adult who will take a special interest in a student, helping her/him to get more out of school, introducing them to the "World of Work", and encouraging them to excel and continue on to higher education. The mentor will work with the school, student and parent(s), to make certain that the child has a successful school year. The role of the mentor is to be a friend, advisor, motivator and a support system for the student and parent, but not a surrogate parent.

Tutorial Program

This program's focus is on assisting students in the development of academic skills, providing students with the opportunity to gain confidence and acquire an appreciation for learning. Also to create an atmosphere where students feel comfortable expressing themselves.

Subjects are: English, Reading, Social Studies, General Math, Algebra, Geometry, Spanish, French, Latin, Health, Science, Biology, Chemistry, Physics, and Anatomy.

Since hours and days for tutoring are flexible, they will be coordinated to match the volunteer's schedule.

Speaker's Bureau

Individuals are needed to speak to small groups of students on various topics: self-esteem, discussion making, goal setting, careers, college, problem solving, relationships, special projects and interest, etc. Presentations will take place during the school day (8 a.m. - 3 p.m.), 50 minutes in length.

Tutoring

Rational

Students in various circumstances need more individual attention than teachers can offer. Some students tend to misunderstand assignments, allow their attention to wander, disrupt the work of others, and miss opportunities to learn. Other students need more individual attention because of excessive absences from school. Still others need individual attention because for some reason they have missed the mastery of a subskill and, as a result, they are not able to profit from instruction.

Purpose

To develop skills and enhance self-concept.

Planning Tutoring Sessions:

1. Help the student feel at ease, i.e., talk about an interest or something that is happening at school or at home.
2. Work on a specific activity.
3. Discuss with the student:
 - Their reactions to the activity
 - Plan for the next session.

General Tutoring Strategies

1. Focus on student's strengths:

Objective: To help students feel good about themselves as learners.

Suggestions:

- * Mark correct answers on student's papers, not incorrect ones.
- * When grading a paper, indicate the number correct, not the number wrong.
- * Write personal notes to your student(s) about observed behavior that you would like to reinforce.

2. Working with student interests:

Objective: To ensure that the tutoring sessions are interesting.

Suggestions:

- * Determine which things interest your student(s). Ask about interests in sports, TV, books, and so on. Make note of these interests immediately after your sessions so that you will remember them.
- * Watch for changing interests. Sports interests, for example, can change when a season is over.

3. Listening to student(s)

Objective: To let student(s) know you are interested in what they have to say.

Suggestions:

- * Be certain to look at your students when they are talking to you.
- * Use your body to show you are listening carefully. At times you might nod your head in agreement, smile, gesture with your hands or lean forward with your body to indicate your sincere interest.
- * Try to understand the full intent of the message being sent to you. At times the words will suggest meanings that cannot be stated.
- * Hear students out. At times students are interrupted before they have completed their thoughts.

4. Responding to your student(s)

Objective: To encourage student(s) and help them feel accepted by the way you respond to them.

Suggestions:

- * It helps to provide encouragement when things are not going well. Comments such as, "Let's try that again. I'll help you", tend to make student(s) feel like persevering.
- * When their achievements are recognized, student(s) can be encouraged to continue trying.
- * Attempt to keep eye contact. Eye contact is one way to promote sincerity as you respond to your student(s).
- * Try to respond without being evaluative. Discussion and disagreement need not be conducted in terms that make the students feel "wrong".

4. Responding to your student(s) *continued*

Suggestions:

- * Think of different ways to tell your student(s) they have done a good job. Try comments such as
 - What a great answer!
 - Excellent! That was a difficult problem!
 - Good thinking!
 - I like the way you did that!
- * Try to communicate by your responses that you enjoy working with student(s). Smiles, nods, and pleasant voice tones all indicate your enjoyment.

5. Help student(s) pay attention

Objective: To assist students in concentrating on learning activities.

Suggestions:

- * Plan activities for short periods of time.
- * Share your time plan with your student(s).
- * Make certain that students know when they are finished.
Set up your activities so that students will know what must be done to complete the task.
- * Let students know that you care about their attention to the task. Send a note to their teachers when you had a good session.
- * Have your students self-evaluate their attention to date. They might be given a rating sheet, and they can circle how well they did. For example:
Today I worked ___ Very well
 ___ Well
 ___ Not too well

6. Help student(s) complete assignments independently.

Objective: To prepare student(s) to complete assignments independently.

Suggestions:

- * When student(s) ask for help, first they try to determine ways in which they may help themselves.
- * Help student(s) see when their assignments are completed. Set some goals that can be achieved.
- * Help develop the habit of checking assignments before turning them in to the teacher. Again, set goals for self-checking.
- * Help student(s) use resources within the school including the resource Center, computers and counselors.

6. Help student(s) complete assignments *continued*

Suggestions:

- * Once you have helped a student with an assignment, try to obtain feedback from the teacher. Determine if your effort was helpful and if you need to help in other ways.

7. Create a challenge

Objective: To make learning enjoyable and profitable.

Suggestions:

- * Try to set goals for each lesson that you believe are within the grasp of your student(s) if they make an effort.
- * When you notice that your student(s) can succeed without effort and that their attention seems to drift away, change the activity or step up the tempo.
- * When you notice that your student(s) are weary and unsuccessful, change the activity or slow the tempo.
- * When you begin a new type of activity, make it last only a short period. For example, tell your students that you will be working with them on an example for ten minutes. At the end of that time determine if they want to do more or want a change.
- * Make certain that your student know when they have been successful. Illustrate success in a variety of ways. Have them self-evaluate.

8. Encouraging Risk-Taking

Objective: To prepare student(s) to take risks.

Suggestions:

- * Plan seating arrangements that make it seem you are a helper instead of a threat. Sitting beside a student instead of across a desk is one helpful seating adjustment.
- * Encourage students to work in pairs when it is appropriate. Pairing encourages risk-taking because the students work out their responses before sharing them with the teacher or tutor.
- * Plan a system for communicating with your students. You might develop a place where notes can be dropped off.

9. Using questioning strategies

Objective: To help student(s) respond during questioning.

9. Using questioning strategies *continued*

Suggestions:

- * Allow time for student(s) to prepare answers. Tutors sometime expect immediate responses and interrupt the thought process with more questions.
- * Prepare questions that are personal. Personal questions are those that have no "right" answers.
- * Create a discussion atmosphere.
- * Prepare questions that encourage thinking.
- * Allow for different ways of answering questions. Some students would rather reply orally, while others might prefer to write their answers.

Taft Tutoring Program: Making a Difference

Additional Hints for Tutors

1. **Start and end every session on a positive note. Review, or do something you know your student(s) likes and/or does well. This gets the session off to a good start, and makes them want to come back.**
2. **Plan your session and collect your materials prior to the session.**
3. **Be positive. Students need encouragement.**
4. **Don't tell students having difficulties that the skill is easy. This may make the student feel stupid. Say something like, "Yes, I know this is tough, but you can get it. Let's try again".**
5. **Be patient. If students found the work easy, they wouldn't need your help.**
6. **If you break a skill down into small, manageable units, you can achieve something and avoid frustration.**
7. **Avoid an authoritarian, lecturing approach. Instead, make it, "We're in this together".**
8. **Present the materials as concretely and relevantly as you can. Help students understand the importance of the information or concepts.**
9. **Have students do problems, not just watch or listen.**
10. **Ask students to explain things to you. This allows students to hear it in their own words.**
11. **Praise students, so they know what is good about their work; praise the behavior, not the person. Praise students for trying as well as for succeeding.**
12. **Don't make promises you can't keep. Don't tell students that they will pass the test or start getting A's. Tell them that you can help strengthen skills, become a better learner, and so on.**
13. **Show a genuine interest in students as individuals.**

Taft High School Clubs and Organizations

ACADEMIC TEAM This year's Academic Team is competing in a combined league consisting of schools in the Metro, Western Metro, and Cross County Metro areas. They will be going up against many more schools than ever before. The team has already started, but anyone else interested is welcome to join. It is open to extremely knowledgeable students because they must have an above average knowledge of many subjects.

BAND Students with instrumental talent are welcome to join Taft's fantastic marching band. This group also receives invitations to perform in many parades throughout the Cincinnati area and surrounding communities. It's Drill Team has won many trophies from around the state for their performances of outstanding showmanship.

BETA CLUB The BETA Club is an honor club involved in community projects. The club is for junior and senior students who are nominated for the club by their teachers. Students are chosen on the basis of Citizenship, leadership and grades. Students interested in belonging to this club should show qualities in these areas. Sophomores and freshmen should begin now to develop these qualities for when they will become eligible to be nominated into this elite group.

CHEERLEADERS The Cheerleaders are a group of young ladies (and in the past some young men have also joined this group) who are chosen to promote school spirit. The Cheerleaders are chosen every April for the next school year.

CLOSE-UP Close-Up is a program for juniors and seniors with an interest in government and social studies. The students spend an all expense paid trip for one week in Washington, D. C. learning all about our federal government. They attend workshops with our legislators and can see our government in action. The trip occurs in March.

DANCE CLUB The Dance Club performs for the home basketball games during the half-time activities, at assemblies, other school functions, and sometimes at other schools. Practice will be starting during the early part of October and it is open to all interested students. There will be try-outs to qualify for the club.

Clubs and Organizations *continued*

FanTAFtics (Show Choir) This group is made up of students who show singing talent. The group receives numerous invitations to perform for outside groups and it also participates in in-school assemblies and programs.

FOREIGN LANGUAGE CLUB The Foreign Language Club is open to all students interested in all languages. The club participates in various activities, including fund raisers such as bake sales, homecoming, and others. In the past, the club has even cooked French meals. One of the objects for fund raising is to raise money for scholarships. It is open to all students.

HONOR SOCIETY The Honor Society is another organization based on having members who make the "A" or "B" honor roll at least 3 quarters. It is also a service organization and supplies tutors, and ushers for special events. Induction into the Society takes place in the spring and students should begin now to work toward becoming an Honor Society member.

MEMORY BOOK The Memory Book is the school's annual. The students who participate on the Memory Book staff take pictures, do the typing and lay-out, and finance the whole project themselves. It is open to all students.

MOCK TRAIL In this club, the students get an opportunity to act as defense and prosecuting attorneys. Students argue cases in a real court and are judged on their ability by a real-life judge. The members are coached also by a practicing lawyer. They compete against other mock trial clubs.

MODELING CLUB The Modeling Club is a personal development club. The club raises money for books and supplies for college-bound students. It puts on two fashion shows each year to raise scholarship money.

STUDENT COUNCIL The Student Council is the student governing body of each school. It is the governing body for all policy-making issues. Student Council representatives are chosen by their classmates. Representatives should be chosen because they will do a good job, not because they are a real good friend. The Student Council representative will go to the council with the issues and bring back the decisions to their class.

Clubs and Organizations *continued*

THE TAFT TATLER The Taft Tatler is the school's newspaper. It is composed of students who have an interest in writing and would like to see their articles published. Students working on the newspaper staff should be the kind who like to be a "get out there and get it done" person. An outgoing personality is also a plus for being in this club. It is open to all students, and students who are not regular members are also invited to submit writings that they feel would interest other students.

YOUTH IN GOVERNMENT This club is for juniors only. Six students are chosen to participate — three females and three males. They spend time at City Hall with our elected city government council members, and attend some sessions at the Convention Center where they learn more about how our city government functions.

HOME-ROOM CLUBS All students will be paired with another student in his/her homeroom. Students will call their "buddy" every day and encourage them to come to school on time and to be prepared for every class. The homeroom volunteer will help foster this peer relationship and work as a team with the homeroom teacher. The main focus of this volunteer is to monitor the attendance and build a repore with the students in his/her class.

NAME	TITLE	RACE	SEX
✓ John E. Pepper	President The Procter & Gamble Company	W	M
✓ Lee Etta Powell	Superintendent of Schools Cincinnati Public Schools	B	F
✓ J. Peter Strauss	Vice Mayor City of Cincinnati	W	M
Sr. Jean Patrice Harrington	Executive Director Cincinnati Youth Collaborative	W	F
Virginia K. Griffin	President Cincinnati Board of Education	W	F
Orlando Henderson	Principal Taft High School	B	M
J. Kenneth Blackwell	Deputy Under Secretary for Intergovernmental Relations U.S. Department of Housing and Urban Development	B	M
Sr. Kathryn Anne Connelly	Superintendent Archdiocese of Cincinnati	W	F

** TOTAL PAGE.02 **

Taft High School -

pop.: approx 935

Basketball season
right now. Men
aren't doing well;
women's team is
doing very well.

23 kids have mentors

(need more mentors)

50 adults are tutors for

approx. 150 students

*

* tutors & mentors are only a part of
the CYC program. The program offers
other things to all students:

EX:

→ ① all freshman are trained in
computer literacy (C're funds)

→ ② scholarships

③ they ~~get~~ get "incentive points"
for attendance & grades. These points can
be turned in every year or @ 4 yr mark
for a class ring, school jacket, have your
graduation fees paid, etc.

add Swift 7565

THE WHITE HOUSE
WASHINGTON

Cincinnati Youth Collaborative

- 1/12/90
- 5 min
- 12:30pm
- brief remarks

He will be speaking to approx. 1,000 9-12 graders who are the recipients of funds raised by corporations to help them stay in school, go to college or get a good job after school, etc.

The catch here is that the program is so new that most of the kids haven't benefitted from the end result yet but we still have to do the event. It is in a minority community so why not do 5 min. on inspiration etc. →

1511
Jordan Jones
in site

5 MIN
lecture ~ 1000

words on staying in school &
staying off drugs etc

Mentor list?

100 students & mentors
behind him
6-8 on deck: Corp. Execs, Superintendent, Principle

— Meeting of 10 students & mentors over lunch

— When address of S. assign

de intros:
Orlando Robinson
Principal

in a gymnasium - a few hundred of 800 students
full gymnasium

MENTORING

self-esteem, motivation a sense of direction
50 — the best contraceptive is a sense of purpose
REV PROT.

Team name is Senators

Sharon & Tracy Chapman
Matthews → siblings needed care

the only vehicle in...
the best weapon against...
inner city streets

college or good jobs

JHS Assembly

6-8 on dais

900 students

160 on stage

incl. mentors & dress kids

welcome banners

POTUS introd by Dr. Orlando
Henderson (principal)

band is going to play a pre program;
gordon jamer suggests an
"atta boy" for "that rendition"
of honors music. (Very iffy)

only had 2 days to learn it.

THE WHITE HOUSE
WASHINGTON

CYC tutor program
coordinators

Tara Harris

(H) 742-4433

(W) 977-8021

Jason Thomas
other students

Ms. Gaither-Smith — Superintendent's asst.

961-1244 (H)

(W)



10:05

male student
Mendez work ph. #
will Sharon &
Lisa mind if
we use them?

President's Meeting with Students - Library

Attendance

Students

NAME	Grade Level	Race	Sex
Vicki Williams	10	Black	Female
Ronell Williams	10	Black	Male
Michael Blanchard	12	Black	Male
Jason Thomas	9	White	Male
Crystal Brown	12	Black	Female
Diann Gray	9	Black	Female
Rosetta Williams	10	White	Female
Tricia Haley	10	White	Female
Anthony Crockett	12	Black	Male
Christy Thompson	12	Black	Female

3 Black Males
1 White Male

4 Black Females
2 White Females

MENTORS

Fred Hill
John Lambert
Jim Brock 793-9527 684-5519
George Fox
Stacey Reid

Shirley Powell
*Phil Mendes 779-4344
Andrea Hughes
*Jim Cowdy 683-6090
Ed Sales

2 White Males 3 Black Females
5 Black Males

Tara Harris, Coordinator

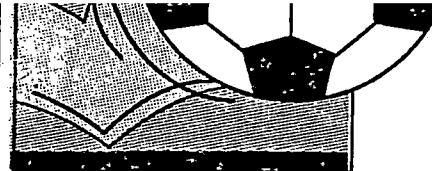
Presidential Advance in Cincinnati

Gordon James

15/1

0

220



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The Cincinnati Post

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Hall of Famer

Morgan stands tall in Hall

Former Reds star Joe Morgan was voted into Baseball's Hall of Fame on Tuesday night along with former Baltimore Orioles pitching great Jim Palmer.

Praise for Morgan from baseball's notables:

■ **Johnny Bench**, former Reds catcher who was elected to the Hall of Fame last year: "He was as good a player as I've ever played with or against."

■ **Tony Perez**, Reds coach and former Reds first baseman: "For a guy who was so small, it was amazing what he did."

■ **Sparky Anderson**, Detroit



Tigers manager and former Reds manager, 1970-78: "When you think about your great players, this was one."

Details in Sports, Section B.

Collaborative takes a bow

Bush visit to keep program in spotlight

By Michael D. Clark
Post staff reporter

Though only two years old, the growing reputation of the Cincinnati Youth Collaborative should take a quantum leap after President George Bush's visit here Friday.

The self-proclaimed "education" president has singled out the Cincinnati Youth Collaborative as an example of what's right with the often-maligned American public education system.

But the collaborative already enjoyed a glowing national reputation before it caught Bush's eye.

Last October, the National Alliance of Business, a non-profit organization whose members include Fortune 500 companies, decried the general state of education in America but praised the Collaborative.

The collaborative, formed in 1987, linked education, business, government and community to solve some of Cincinnati Public Schools' more pressing problems. Like most urban school systems, Cincinnati's schools suffer from a high dropout rate, stagnant academic achievement scores, low attendance and limited resources.

In response, the collaborative developed a "mission":

- Reduce the number of dropouts.
- Increase the number of pupils involved in early childhood education programs.
- Improve the overall academic performance of students.
- Increase the number of students pursuing post-secondary education.
- Increase the number of youths entering the job market with employable skills.

"It's a good model," Marilyn Silver, NAB vice president for Youth and Education said of the collaborative. "The collaborative has

Getting ready for Bush

When President Bush visits Cincinnati on Friday, he'll be taking a close look at two local education standouts.



President Bush

■ **The Cincinnati Youth Collaborative:** Inside, profiles of Sister Jean Patrice Harrington, the out-going leader of the collaborative, and of its new head, John Bryant. Plus, a look at the collaborative's work. Our report, Page 4A.

■ **Taft High School:** What makes it so special? Among other things, innovative programs that represent academic success at an inner-city school. A profile, Page 1C.

Please see BUSH, 4A

Changing of the guard

New leader old friend to Cincinnati, its youth

By Michael D. Clark
Post staff reporter

The new head of the Cincinnati Youth Collaborative is no stranger to the city.

John Bryant, a graduate of Withrow High School and the University of Cincinnati, is chairman of the division of education at Wilmington (Ohio) College. On July 1 he will begin a two-year leave of absence to succeed Sister Jean Patrice Harrington as executive director of the youth collaborative.

Wednesday, Sister Jean called the 53-year-old Bryant "a fine educator and a man of principle." A friend and Wilmington colleague agrees.

"He is the hardest working person I have ever met," said Jim Bowland, assistant professor of education at Wilmington. "He's dedicated and very positive."

Bowland, who has spent more than four years working closely with Bryant at Wilmington, said "John always sees how things can be accomplished."



John Bryant

An assistant said Bryant was at Howard University in Washington, D.C., and unavailable for comment Tuesday. Bryant's only daughter Tanya is a freshman at the school. Bryant and his wife, Janice, live in Wilmington.

A holder of bachelor, master's and doctorate degrees from UC, Bryant played college basketball with UC and NBA great Oscar Robertson, Bowland said. Bryant has since coached basketball at Withrow and Wilmington. He was an assistant coach at UC from 1968-1971.

He also taught business at Withrow as well as undergraduate and graduate courses at UC and Miami University.

Bryant most recently served as a member of the collaborative's Bridges to College Committee.

Energetic Sister Jean: It's time to move on

By Michael D. Clark
Post staff reporter

Anyone who knows the outgoing leader of the Cincinnati Youth Collaborative knows better than to say she is retiring.

When Sister Jean Patrice Harrington, executive director of the youth collaborative, left her previous post as president of the College of Mount St. Joseph in 1987, she called it "rephasing." She then took the helm of the newly formed youth collaborative to become its first executive director. Last week she announced that she would be relinquishing that role on July 1.

The 67-year-old Sister Jean is again calling her latest career move a "rephasing."

"I'm not retired and I won't be idle," she said.

Few would disagree. In December she was elected as a director of Star Banc Corp. and named to the Miami University Board of Trustees. With President George Bush's upcoming visit to see the collaborative's programs firsthand, Sister Jean is leaving a



Sister Jean Harrington

"The president's visit is a wonderful endorsement" of the collaborative's programs, she said. Nevertheless, she feels the time is right to move on.

"There needs to be a rotation of leadership," Sister Jean said. "Any organization that is growing and developing should have a leadership style for only a while."

"Besides," she adds, "I'm not as young as I used to be."

Sister Jean gives credit for the collaborative's success to current co-chairs Dr. Lee Etta Powell, superintendent of Cincinnati Public Schools; Procter & Gamble Co. president John Pepper and Cincinnati City Council Member Peter Strauss.

goodbye & thank you?
nationally recognized business/education coalition just as it's becoming a role model for overcoming education problems.

wish luck to him?

Bush

From Page 1A

done one of the best jobs in the country in putting together a broad-based coalition of busi-

The programs

The Cincinnati Youth Collaborative's stated "vision" calls for "all Cincinnati youth

McKinley elementaries.

■ Bridges To College. Increases the number of stu-

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Bush

From Page 1A

done one of the best jobs in the country in putting together a broad-based coalition of businesses, education, community, government and political groups."

The collaborative's first executive director said the project's mission came from "three streams of thought coming together at the same time."

Sister Jean Patrice Harrington said it was the 1987 union of Procter & Gamble Co. President John Pepper; Cincinnati School Superintendent Dr. Lee Etta Powell and then-Cincinnati City Council Member J. Kenneth Blackwell that led to the collaborative's creation.

"We recognized that the school system is not solely responsible for educating our youth. There are a lot of other factors," said Sister Jean. "We have to attack the problems on many fronts."

The collaborative's arsenal includes numerous programs and millions of dollars of contributions from local corporations, foundations and individuals. Sister Jean said that about \$5 million has been raised this year, much of it the old-fashioned way.

"We pound the pavement and ask for money," she said.

Collaborative officials say the program is still in its infancy and cumulative figures on graduates and jobs were unavailable Tuesday.

Bush is expected to meet with participants of the collabora-

The programs

The Cincinnati Youth Collaborative's stated "vision" calls for "all Cincinnati youth to graduate from high school with the training, knowledge, work habits and motivation to realize their full potential — whether they are entering the workplace in a productive and satisfying job or going on to college."

To that end the collaborative sponsors a number of programs in and outside of the Cincinnati Public School district:

- **Taft District Project.** Focuses on inner-city, low-income neighborhoods with high drop-out rates. Activities include school-based management, community support programs, new curriculum and special enrichment programs.
- **Pilot Preschools in Taft and**

McKinley elementaries.

■ **Bridges To College.** Increases the number of students considering post-secondary education and provides financial aid and counseling to college applicants.

■ **Bridges To Jobs.** Informs students about jobs, prepares them to meet employer expectations through improving job skills and helps them seek entry level positions.

■ **College Information Center.** Located in the downtown Lazarus store and staffed by volunteers who help college-bound students properly apply to attend post-secondary schools.

■ **Mentors and Tutors.** Qualified adult volunteers work with students on solving academic and personal problems.

tive's. Mentors and Tutors program during his visit to Taft High School in the West End Friday. The programs match adult volunteers with students who need help with academic and personal problems.

Tara Harris, school community coordinator, runs the Mentors and Tutors programs for Taft and said that more than 65 adults put in three to four hours a week with students in both programs.

Ms. Harris said the Tutors program involves pairing an adult volunteer with two or three students who work on a particular academic subject.

The Mentors program, said Ms. Harris, is similar to Big Brother and Sister programs where an adult becomes involved in both the academic and personal lives of students to "help the student reach their fullest potential."

Photocopy-Preservation

Parking

From Page 1A

his early to mid-20s, about 5 feet 9 inches tall and weighing 150 pounds. Police Specialist Charles Rutledge said that one

"I could have killed

If there's a pain in your chest, be a pain in the neck.

Complain to a doctor.



American Heart Association

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