



Daniel Jeremy Silver Collection Digitization Project

Featuring collections from the Western Reserve Historical Society and
The Jacob Rader Marcus Center of the American Jewish Archives

MS-4850: Daniel Jeremy Silver Papers, 1972-1993.

Series II: Subject Files, 1956-1993, undated.

Reel
24

Box
8

Folder
305

Jewish Community Federation of Cleveland, Public Welfare
Committee, Glenville Project, correspondence, memoranda,
minutes, and reports, 1967.

THE GLENVILLE PROJECT

The objective of the Glenville Project is to provide within the high school community unique counseling, educational and vocational services to students, thereby contributing to the enrichment of the Glenville community through its youth. This project will be carried out jointly with an inner-city partner group for the following reasons:

- 1) a better insight into the community's needs through inclusion of neighborhood viewpoints;
- 2) the likelihood of greater acceptance of the program by the community;
- 3) an on-going group to carry on the project independently once the Jewish Community Federation has made its contribution.

The proposed approach includes two phases occurring simultaneously:

- 1) Focus on individual needs (Project A)

An intensive, quality program will be directed at the needs of a relatively small number of Glenville High School students. Through personal relationships with highly capable volunteers, these selected students will be directed to services and experiences which might increase the likelihood of their becoming contributing, productive citizens. The impact of the one-to-one relationship is the key element in this plan.

- 2) Focus on group services (Projects B, C, and others)

Reaching out to many students and involving many volunteers, this program will extend into the classrooms, the various school departments, and the guidance program to add further dimensions for enrichment and incentive.

With this structure in mind, the following specific plans are offered as a means of implementing the program, with intentions of putting such projects into being early in January, 1967.

Project A -- (Jewish Community Federation Responsibility)

I. PURPOSE: To provide needed services and experiences to selected Glenville High School students flowing primarily from personal relationships with trained volunteers, toward the end of removing barriers to the students' fulfilling their potentials in employment and advanced education.

II. PARTICIPANTS:

- A. Twenty to thirty Glenville High School students (ratio of approximately 3 boys to one girl), primarily sophomores and juniors, selected from a number of students suggested by the school administration. Bases for selection include: student's need for special services and individual

[Jan 1967]

attention, and a recognized potential for high school graduation followed by gainful employment or advanced education, either technical or academic.

- B. Ten to fifteen outstanding volunteers, each prepared to devote adequate time to counseling two students; to help them meet educational, vocational, and economic needs; to create enrichment opportunities for them; to establish a rapport which would facilitate a strong, wholesome influence; to make full and effective use of resources available in the general and Jewish communities; to retain a close tie with the School in regard to the progress of these students.

These volunteers would be selected by the Jewish Community Federation coordinator aided by the cooperating inner-city group and Federation staff recommendations.

Prior to the initial meeting of students and volunteers and during early period of contact, a series of orientation sessions will be conducted to familiarize volunteers with:

- 1) the general overview of inner-city youth;
- 2) their characteristics;
- 3) anticipated problem areas;
- 4) resources which can be utilized in behalf of students;
- 5) techniques of counseling with them.

- C. Roles of cooperative groups to be used in implementing various parts of the project.

- 1) Jewish Community Federation to propose program ideas; to recruit volunteers; to coordinate program development and implementation.
- 2) An inner-city group to act as a co-sponsor with Jewish Community Federation, sharing in programming, recruitment, and coordination responsibilities.
- 3) Glenville High School to suggest student participants and to offer staff cooperation.
- 4) Jewish Vocational Service to take responsibility for organizing orientation, utilizing its own staff plus resource people with specific competence in working with Negro youth; to serve as consultants to volunteers as the program progresses; to assist in procuring appropriate part time and summer employment for the students.
- 5) Jewish Family Service Association and Jewish Children's Bureau to counsel volunteers in matters of family and youth problems.
- 6) Team of volunteer, professionally qualified specialists, to devote time to meeting in counseling sessions with students.

[Jan 1967]

III. PROCEDURES:

- A. Preparation for program to begin immediately, with student-volunteer activity to commence early in January, 1967.
- B. Volunteers selected through cooperation of Jewish Community Federation and inner-city group.
- C. Training sessions for volunteers arranged and conducted by Jewish Vocational Service with cooperation of Jewish Family Service Association and Jewish Children's Bureau.
- D. List of students submitted by Glenville High School administration with descriptive paragraphs on each; names to be paired with most suitable volunteers by coordinator.
- E. Meeting of volunteers and school counselors conducted to further familiarize volunteers with students' needs, abilities, and characteristics.
- F. Group dinner meeting at Federation bringing together volunteers and students to introduce program and to stimulate mutual interest in recognizing individual needs and taking steps to meet them. Volunteer will transport students to and from meeting, thereby establishing initial contact.
- G. Volunteer arranges future appointments with his students to establish rapport and to permit volunteer to make his own assessments of student's strengths, weaknesses, and needs. Through continuing relationships, and discussions with volunteer, student moves toward project goal of recognizing and removing barriers between himself and his reaching potentials in schooling or employment.
- H. Jewish Community Federation's program coordinator keeps in close contact with volunteers by phone and periodic meetings to offer assistance and record progress. Mutual total-group, small-group, and individual student activities will be arranged through coordinator-volunteer cooperation.
- I. Educational and vocational guidance sessions with trained counselors (including qualified volunteers) arranged for students through coordinator. Include possibility of procuring meaningful part time and/or summer employment for students.
- J. A final, total-group function, possibly an evening at ballgame for volunteers and students.
- K. Evaluation session with volunteers closes out formal program in May. Prior to this, each volunteer has thoroughly discussed program positives and negatives with students. On-going relationships between volunteer and student might well perpetuate themselves throughout the remainder of the student's high school career, continuing to assist student in meeting his problems.

[Jan 1967]

The Glenville Project
Public Welfare Committee

Page -4-

Project B -- (Possible Council of Jewish Women Responsibility)

I. PURPOSE: To transmit to students an awareness of the many pre-vocational requirements for procuring a job and maintaining it - specific job skills as well as general qualities necessary for successful employment.

II. PARTICIPANTS:

- A. Council of Jewish Women and the cooperating-group volunteers, using the team approach of large group (30 pupils) presentation and sub-group (6-10 pupils) application sessions.
- B. Jewish Vocational Service to assist in preparation of program content and to orientate volunteers.
- C. Glenville High School vocational department heads and teachers to assist in program content, to schedule team visitations to classes.
- D. Jewish Community Federation to initiate program planning and assist volunteers in a coordinating capacity.
- E. Glenville High students in selected classes to undergo training.

III. PROCEDURES:

- A. With cooperation of Council of Jewish Women and the cooperating group, organize ten 5-member inter-racial teams.
- B. Through cooperative efforts of Glenville High School Vocational Department and Jewish Vocational Service staff, prepare material for 5 or 6 different pre-vocational class sessions, each containing 20 minutes of lecturers and demonstration and 20 minutes of discussion and practical application.

Possible areas of concentration include: proper grooming, meeting people, following instructions, filling out forms and applications, punctuality, vocabulary, income expectation, budgeting, etc.

- C. Course content having been prepared, arrange training sessions for the 50 volunteers where they can be schooled in the content and prepared for methods of presentation; 10 teams organized at this session.
- D. Volunteer cabinet (composed of one member from each team) arranges time schedules and other details in cooperation with Glenville High School administration.
- E. Volunteer cabinet arranges for panels of employers to appear before classes at one of the arranged sessions. Hearing pre-vocational requirements from actual employers lends course a tone of authority. If visitations can be arranged to further strengthen teaching, this too should be implemented.
- F. Volunteer cabinet meets after first few weeks to evaluate sessions and incorporate necessary adjustments.

[Jan 1967]

- G. At end of school year, all volunteers participate in general evaluation meeting.
- H. Guarantee of summer employment for best class prospects could be "reward" incentive. Council of Jewish Women's Employment Committee and Jewish Vocational Service would work jointly with the Glenville Job Placement Program in providing these opportunities.

Project C -- (Possible Council of Jewish Women Project Responsibility)

- I. **PURPOSE:** To enhance value of study halls by providing knowledgeable volunteer adults to assist students. The task of the study hall teacher has become largely administrative and disciplinary, allowing him no time to work with students. Large numbers of women with educational skills in many subject areas would be organized into morning and afternoon teams available in the study hall itself.

II. **PARTICIPANTS:**

- A. Council of Jewish Women Volunteers and cooperative groups volunteers (about 40 in all) organized in to 10 teams of 4 each to provide morning and afternoon study hall coaching services.
- B. All Glenville High School Department Heads and counselors who will orientate volunteers as to (1) expectation from students and (2) curriculum content.
- C. Jewish Community Federation coordinator to arrange initial contacts and meetings.

III. **PROCEDURES:**

- A. Prior to initiating program, a general orientation session would be conducted for all participating volunteers, conducted by Glenville High School personnel. Objective would be to familiarize volunteers with curriculum, text books and assignment procedures.
- B. Volunteer teams should be structured to provide a division of "strength" between the humanities (English, social studies, and languages) and math-science areas.
- C. Good rapport established with students is a major consideration for volunteer concern.
- D. Tables would be provided for the volunteers at the front of the study hall. Students would be given permission to seek volunteer aid in accordance with an established procedure. Subject specialists might have their table so designated, dependent on law of supply and demand. A team of volunteers would become responsible for a morning or an afternoon set of study halls once per week. During their time at the school members of the team would have opportunity to meet with faculty members for more intensive subject-matter consultation.
- E. Monthly or bi-monthly meetings of volunteers would provide opportunity for unifying total program.

[Jan 1967]

ADDITIONAL PROJECTS -- (Possible Responsibilities of Congregational groups and other Jewish organizations)

I. JCB CLINIC

In conjunction with the new Job Placement Program centered in Glenville High School, a whole series of seminars on the training and characteristics of particular areas of work could be arranged. This would involve bringing employers and workers to the school for discussions with interested students and taking students to places of employment. Eventually job opportunities offered by the involved employers may be an outcome. Such programs to acquaint student with the facts of work life might be arranged in printing, auto shop, radio and television repair, dramatics, newspaper writing, data processing, secretarial work, chemistry, banking, and others.

II. GUIDANCE AIDES

With the tremendous overburdening of the guidance counselors, a corps of volunteers might be of assistance to the counselors in gathering and making available to students materials on occupations, higher education opportunities, health, family life, teen-age problems, etc. Materials gathered may be utilized in bulletin displays. Special programs could be arranged for use in social studies classes or at assemblies or small group gatherings. Jewish Family Service Association, Jewish Vocational Service, and Mt. Sinai Hospital would be helpful in providing printed material and program ideas.

III. YOUTH CORPS SERVICE

The Neighborhood Youth Corps and School Neighborhood Youth Corps programs both center in Glenville High School. Their coordinators are constantly seeking full and part-time job opportunities for Glenville students and graduates. A volunteer men's group might become the employment procurement arm for all Glenville High employment programs. This group might provide job lists and could be extremely helpful as liason between students and jobs. A much better "right boy for the right job" might be established with such a program whereby the volunteer gets to know both the employer and potential employee before the agreement is completed.

March 13, 1967

PROGRESS REPORT ON ANTI-POVERTY PROGRAM

Our Glenville Project, focus of our Federation's young Anti-Poverty Program, is just getting underway. It centers on the secondary school youth of Cleveland's Glenville community, labeled one of our five areas of poverty.

Presently, four specific programs have already begun, and three more will be starting within the next few weeks; the latter are presently undergoing initial orientation training for their volunteers.

Among current programs is "Project A" which is our most intensive effort. It has been in full operation for the past three weeks.

Also, at our Jewish Orthodox Home for Aged, we employ and supervise ten Glenville High School students on a part-time basis in the dietary, nursing care, secretarial, and custodial departments. Other programs already begun include an evening tutorial service (one volunteer to three students) at Franklin D. Roosevelt Jr. High, and a special lesson-writing program for transitional students at Patrick Henry Jr. High.

The programs to begin within the next few weeks include a pre-vocational guidance program for the entire sophomore class; a personalized program with the top students of the sophomore class; and a study hall-specialists group which will provide assistance to all-level students during their study hall periods. More about these programs will be forthcoming in the near future.

Glenville is a "crossroads" community, i.e. it still has the strengths of an established group of Negro home-owners, but is also being inundated with the spill-over and exodus from the hard-core poverty area of Hough. The high school's enrollment has jumped from 1,400 to 3,100 in the past 5 years, an indication of the mushrooming in population. These high school youth, soon to enter the adult world, are instru-

mental in determining direction for their community.

In full harmony with Cleveland's Superintendent of Schools and with Glenville High School's dedicated principal and staff, we have entered into these programs. Our focus is to help better prepare these youth, particularly tenth graders, for their futures. Each of these programs has been suggested by the school as worthy and needed in Glenville High's particular situation.

Wherever possible, we are doing these things in cooperation with the Negro Community Federation, thus involving members of the Negro adult community as partners in these efforts. Thereby, not only will students be helped, but bridges will be built uniting suburbanites and city residents, Negroes and Whites, Christians and Jews in facing their common problems.

This pilot program is just getting started; therefore to evaluate is premature. However, there has been a good response. Much effort has been exerted to interest both the Jewish and Negro individuals and groups to participate. The unorganized Negro community is not easy to tap, but the persistent efforts of a corps of leaders has resulted in a growing interest and commitment. Within our own, highly-organized community there has also been a growing response out of heightened interest.

In the pilot projects, about 130 different persons will be giving of their time and effort in some specialized way. Our Jewish agencies have been extremely cooperative in offering staff assistance to serve as consultants to our "Glenville Project".

SPECIFIC PROGRAMS AT GLENVILLE HIGH SCHOOL

I. Project A

Purpose: To assist selected Glenville High School students in removing barriers to the fulfillment of their potentials in employment or advanced education through one-to-one relationships with trained volunteers.

Present Status: A total of twenty-four carefully selected volunteers (18 men - 6 women) have been equally recruited by the Jewish Community Federation and the Negro Community Federation. Two orientation sessions have already been conducted, and inter-racial teams of six adults have been assigned to each of Glenville's four unit guidance counselors. In turn the counselors have selected students for each volunteer and have presented the volunteers with informative brochures on their respective students. Parental permission has been granted for each student participant. Volunteers and students were introduced by the counselors at a February 7 meeting, after which they have continued to meet on a weekly basis. Volunteers maintain weekly contacts with their respective counselors, reporting on the progress of each meeting with the student. Future orientation sessions for volunteers are scheduled.

Our agency executives and key community professionals serve as an advisory group for this project. Special consultants have been assigned to the project by the Jewish Vocational Service, Jewish Children's Bureau, Jewish Family Service Association, Jewish Community Center, and Mt. Sinai Hospital. A group of consultant professionals have offered their services as back-up persons to assist volunteers, counselors, and students as needs arise. The Negro Community Federation's co-sponsorship in this program represents the initial service effort by this new group.

II. Vocational Guidance Program

Purpose: To provide the sophomore class with a better general overview of the various families of work, vocational requirements, and preliminary, vocational pre-requisites.

Present Status: The Council of Jewish Women and the Women's Group of the Negro Community Federation are each currently recruiting 15 - 20 women to participate weekly on Wednesday morning or afternoon shifts. They would be responsible, under Glenville's guidance coordinator's supervision, for arranging large-group lectures by resource persons and themselves conducting small-group discussions. Four orientation sessions have been arranged for all volunteers prior to the opening of the program on March 15.

The two volunteering groups, the Glenville counseling staff, the Jewish Vocational Service and the Jewish Community Federation have coordinated efforts in mapping this unique attempt to bring vocational guidance to 10th graders in a much more individualized intensive manner than previously possible through school staff alone.

III. Study Hall Specialists

Purpose: To provide a staff of tutors to be available to assist students with their academic work during study hall periods. The availability of such special help would increase value of these often wasted study periods.

Present Status: A special committee of the Women's Organization, under the leadership of Mrs. Ezra Shapiro currently is recruiting volunteers.

Hadassah has adopted this program as one of its major projects. Other women's groups have expressed interest. Glenville department heads will conduct orientation sessions for volunteers in their particular subject areas.

Teams of volunteers will service either morning or afternoon study halls one day per week. Transportation pool facilities from and back to a common Heights area location ~~are~~ being arranged for the teams. This program's target starting date is March 20.

IV. Scholar's Club

Purpose: To provide special higher education, professional, and scholarship information and job opportunities for a select group of outstanding students in the sophomore class through group and individual programming.

Present Status: The American Jewish Committee has adopted this as its special project. Two orientation meetings have already been conducted in close conjunction with Glenville's college counselor. Previously, no such program has ever been available before the senior year. Mid-March is the anticipated time for beginning the program with 25 Glenville students in bi-weekly evening meetings.

V. S.N.Y.C. - J.O.H.A. Job Placements

Purpose: To provide meaningful, well-supervised, part-time job opportunities for Glenville students under the School Neighborhood Youth Corps program.

Present Status: Since January 9, eleven Glenville students have been working up to 15 hours per week, at the Jewish Orthodox Home for the Aged on Lakeview Road, adjacent to the Glenville High grounds. Their work is in the areas of nursing care, secretarial work, dietary assistance, and custodial services. Under the government program, the students, all from poverty families, are paid \$1.25 per hour for their services. The Jewish Community Federation has arranged for a student of the W.R.U. School of Applied Social Science to supervise their work.

This represents the first opportunity for such a program to offer work in any setting other than a school building.

PROGRAMS AT JUNIOR HIGH SCHOOLS IN GLENVILLE

I. Patrick Henry Transition Class Aides

Purpose: To assist the National Teachers' Corps program in providing stimulation to special classes at Patrick Henry Junior High.

Present Status: A Jewish Community Federation volunteer is assisting the director of the program in contacting Patrick Henry alumni in many fields of work. She will interview them and re-write their experiences at a reading level which could stimulate these classes. This is an example of a program personalized for a particular group to meet a specific purpose.

II. Franklin D. Roosevelt Extended Day Services

Purpose: To provide evening tutorial services for Roosevelt students in need of special help in academic areas.

Present Status: Fairmount Temple's Young People's Congregation is recruiting personnel to initiate this program as part of the Board of Education's evening services in the building which formerly housed the old Glenville High School.

III. Library Extention Program

Purpose: To expand the program of library services in the Glenville area junior high schools.

Present Status: In conjunction with the Cleveland Board of Education's Mrs. Dolezal, secondary school library supervisor and Mrs. Butera, director of volunteers, new ideas for volunteer services are being explored.

RECRUITMENT AND INTERPRETATION

The Women's Organization of the Jewish Community Federation has organized a special steering committee to serve as a liason for the Anti-Poverty Program among women's groups.

The committee has established an Anti-Poverty Program Interpretation Team to present the details and purposes of this new program to interested groups. It also plans to survey the women of the Jewish community regarding their interests in volunteering.

ADDITIONAL ANTI-POVERTY PROGRAM ACTIVITIES:

Arranging Jewish Community Center advisory role to Hough Area, CAY's plan for a center similar to the Council Educational Alliance.

. Effecting co-operation of Jewish agency professionals with Cuyahoga County Welfare Department in-service training program.

Providing transportation and job opportunity assistance to Neighborhood Opportunity Centers.



PROGRESS REPORT ON JEWISH COMMUNITY FEDERATION
ANTI-POVERTY PROGRAM

In February 1966, the Public Welfare Committee on behalf of the Federation requested Endowment Fund support for a three-year experimental program of Jewish community involvement in efforts of the Cleveland community to overcome the most pressing social problems of our time. The proposal which was submitted resulted from thoughtful study as to how -- and whether -- the organized Jewish community might contribute meaningfully to a concerted attack on poverty and its related social ills.

The Committee was aware of the formation of a national inter-religious committee against poverty to rally the full concern of the religious communities of America behind the anti-poverty campaign. Locally, the central organizations of the Protestant and Catholic churches and the Cleveland Welfare Federation had undertaken major anti-poverty programs.

It was the thinking of the Public Welfare Committee that efforts by the Cleveland Jewish community should be closely related to programs of the Cleveland Welfare Federation and other local agencies. We felt a responsibility to develop a Jewish community position in support of efforts to overcome the more urgent social problems of our time and to demonstrate our commitment through a visible presence in the inner city. The pilot project which we recommended is a first, nationally, in that it represents a practical method for Jewish community involvement in the inner city. It also represents a new approach to engaging the interest of suburbanites in the city. As such, it is being followed closely by the Council of Jewish Federations and Welfare Funds, which considers this as a prototype for other Jewish communities.

We proposed to build upon the existing activities of many Jewish individuals and groups and the demonstrated interest of many to participate in efforts to combat poverty. We planned to make use of the experience and skill of our health and welfare agencies, drawing upon the knowledge and skill of their professional and lay leadership, many of whom had expressed readiness to participate in programs of this kind. You may recall that our original proposal cited many instances of such interest and activity; we have since learned of many more. We recommended the addition of a full-time specialist to the Federation staff to fully inform himself in all aspects of the War on Poverty. It was intended that this staff person would work with individuals and groups, developing means by which they might make their greatest contributions; he would stimulate and encourage the participation of agencies, congregations, and organizations; and he would serve as a pipeline between the Jewish and general communities.

Upon recommendation of the Endowment Fund Committee, the Federation Board of Trustees voted on March 8, 1966, to authorize Federation participation in the War on Poverty for a three-year period with the provision that the success of the program would be reviewed at the end of the first year for the determination of further participation in the program. With this authorization, a project coordinator was engaged, and the program was launched on a full-time basis on September 1, 1966.

Progress has been made in each of the areas referred to above. Our project coordinator has become knowledgeable about the developments on local and national scenes, has served on advisory committees of the Cleveland Public Schools on job placement and guidance counseling; has established working relationships with the Cleveland Welfare Federation and the Council on Economic Opportunity (the chairman of the Committee has become a member of the CEO); has served as a conduit for requests from many groups in the inner city who are asking help from the Jewish community. On their own and

stimulated by the project, local agencies and organizations have been involved in a number of efforts to assist residents in the inner city. Release of a key JCC staff member to launch a Police Athletic League program, participation by the Jewish Orthodox Home for Aged in a School Neighborhood Youth Corps, release of key staff by several of our agencies to participate in in-service training programs of the County Welfare Department, participation by Jewish Vocational Service in planning an inner city jobs program, operation of programs by The Temple in several Hough area schools and by Fairmount Temple in Glenville, and a substantial tutoring program organized by a dedicated volunteer at a junior high school in Glenville are but a few illustrations of the interest of our community.

However, while there has been a gratifying opportunity to engage the Jewish community in many areas where it could contribute to the general community, these are more or less by-products of the program and do not reflect its central core. The Public Welfare Committee has felt that a major project was necessary to provide an instrument for a total effort by the Jewish community. After surveying a number of possibilities, it decided to concentrate upon a project in the Glenville area of Cleveland.

The choice of Glenville was dictated by a number of factors. While it still has many of the strengths of an established neighborhood, Glenville is being inundated with an exodus from the hard-core poverty area of Hough, with all the social, economic, and educational problems associated with this. Glenville now is at what might be called the tipping point. It can go either way: either toward deterioration and despair, or toward recovery and rejuvenation. Constructive efforts in Glenville now could make a difference, and the Committee saw this as a rare opportunity to add the weight of the Jewish community to those of others who are trying to overcome the problems of the inner city.

The Cleveland School system has been responsive to our interest. Developments within the Cleveland schools have established Glenville High School as the coordinating agency for all schools in the area. The Principal of Glenville High School and the Superintendent of Schools have responded enthusiastically to our offer to engage ourselves in Glenville High School; the full resources of the school system have been made available in support of our efforts, and an assistant to the Superintendent has been designated as a liaison with the central office.

In general, the feeling has been that our presence in Glenville could make a difference in maintaining the stability of this area. Through our efforts in Glenville, it was felt, approaches might be found which could be carried over and applied in other sections of the city.

It became clear that we had to avoid any hint of paternalism or condescension in our approach to problems of the inner city. This, and the fact that we hoped to establish programs which had some possibility of being carried forward when the role of the Jewish community is completed, led us to look for a counterpart organization with whom we could cooperate. The new Negro Community Federation appeared well-suited and provided us an opportunity to co-sponsor projects on an inter-racial basis. Many of our activities in Glenville have been carried on jointly with this organization. One of the potential contributions of our program may be the help of the Jewish community to the Negro Community Federation in establishing itself as a significant force within its own community.

THE GLENVILLE PROJECT

The Glenville Project consists of a number of individual projects, each with a special purpose and character of its own, blended into a total effort designed for maxi-

mum impact. Projects now under way or in the planning stages in Glenville include the following:

Project A

A program to assist selected Glenville High School students in removing barriers to the fulfillment of their potentials in employment or advanced education through one-to-one relationships with trained volunteers. Twenty-four volunteers (18 men, 6 women) have been recruited equally by the Jewish Community Federation and the Negro Community Federation for whom this project is the initial service effort. After two orientation sessions, four inter-racial teams of adults working with school guidance counselors have been assigned students. Volunteers are meeting with their students on a weekly basis, maintaining regular contacts with the guidance counselor and the project coordinator. Local agencies -- Jewish Children's Bureau, Jewish Family Service Association, Jewish Vocational Service, Jewish Community Center, and Mt. Sinai Hospital -- have made staff available as backup persons to assist volunteers, counselors, and students as needs arise.

Vocational Guidance Program

The object of this program is to provide the Sophomore class of Glenville High School with a better general overview than it now has of various fields of work, their requirements, and the necessary preparation for people entering these fields. The Council of Jewish Women and the Women's Group of the Negro Community Federation are each currently recruiting fifteen to twenty women to participate in two half-day programs (one Wednesday morning, the other Wednesday afternoon, for 12 weeks). Parenthetically, it is worth noting that, thus far, more Negro than Jewish women have been recruited, and that these include a number of mothers of students at Glenville High School. The volunteers, under the supervision of the Glenville High School Guidance Coordinator, will arrange large group lectures by people in the vocational field, and the volunteers will conduct small group discussions with students following the lecture. Four orientation sessions, prior to the commencement of the program on March 15, are presently under way. The program should bring vocational guidance services to students in a much more individualized and intensive manner than is now possible through the use of school staff alone.

Study Hall Specialists

This program to provide a staff of tutors to assist students with academic work during study hall periods will make possible the constructive use of time which at present is often wasted. A special committee of the Federation Women's Organization is recruiting volunteers from Jewish women's organizations. Hadassah has already adopted the program as one of its major projects and other women's groups have expressed interest. It is expected that the Negro Community Federation will also participate in recruiting volunteers for this project. The plan is for department heads at Glenville High School to conduct orientation sessions for volunteers in their particular subject areas. Classroom teachers will work in teams with volunteers to help students with their academic work. Teams of volunteers will service either morning or afternoon study halls one day per week. The anticipated starting date for this project is March 20.

Scholars Club

This project will attempt to provide special higher education, professional, and scholarship information as well as job opportunities to a select group of outstanding students in the Sophomore class through group and individual programs. The American Jewish Committee has adopted this as a special project, and two orientation meetings have been conducted in close conjunction with Glenville's college counselor. No such program had been available previously before the Senior year. It is anticipated that the program will begin with 25 students in bi-weekly evening meetings during the month of March. When present members of the Sophomore class become seniors, it is planned to enlist their help in providing similar services for students in the lower grades.

Jewish Orthodox Home for Aged School Neighborhood Youth Corps Project

The Jewish Orthodox Home for Aged has offered an opportunity for meaningful, well-supervised, part-time work for Glenville High School students as part of the School Neighborhood Youth Corps Program. Eleven students have been employed since January for up to fifteen hours per week at the JOHA in the areas of nursing care, secretarial work, dietary assistance, and custodial services. The students are paid \$1.25 per hour from government funds, and the project has arranged for a social work student to supervise their work. This is the first School Neighborhood Youth Corps Project which has provided work in Glenville in any setting other than a school building.

Programs of Junior High Schools in Glenville

In addition to the above programs affecting high school students, a number of programs are planned or under way in Junior High Schools in Glenville. These include: a project to assist in providing stimulation to special classes at Patrick Henry Junior High School; evening tutorial services at Roosevelt Junior High School; and expansion of library services in junior high schools throughout Glenville.

In support of the above programs, the Women's Organization of the Federation has organized a special Steering Committee to serve as a liaison for the Anti-Poverty Program among women's groups. It has also established an Anti-Poverty Program interpretation team to present the details and purposes of the new program to interested groups. It plans to survey the women of the Jewish community regarding their interest in volunteering.

Plans are under way to expand these programs, both by enlarging projects already begun and by adding new ones. A number of synagogues and Jewish service organizations have offered their services and will undoubtedly become involved in the months ahead.

CONCLUSION

In the year that has passed since the action of the Endowment Fund Committee and the Board of Trustees authorizing the Anti-Poverty Program, and in the six months since it has been launched, what judgement can be made in considering the validity of carrying the project forward through the full three years originally proposed? The Public Welfare Committee cannot claim that the program has made any important impact upon Glenville; it is much too soon to know what its impact will be. One of the tasks to which we have given thought is the development of methods to evaluate the

outcome of our efforts. Our approach has been a modest one, in which we have tried to confine ourselves to projects which have immediacy, are feasible, have reasonable prospects for effectiveness, and provide an opportunity for members of the Jewish community to engage themselves in the inner city.

The uniqueness of the project -- apart from the fact that the Jewish community is involving itself in an area where it has no constituency and apart from its involvement of suburban residents in the inner city -- is its application of the organizational skills of the Jewish community and the demonstrated ability of Jewish volunteers and professionals to find new solutions to problems of the inner city. We feel justified in claiming that a substantial and encouraging start has been made in partnership with the Negro Community Federation and the Cleveland Schools.





Information Copy

The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 861-4360

May 18, 1967

MEMORANDUM

TO: High School Students of the Jewish Community
FROM: Ed Paller, Glenville Project Coordinator
RE: Summer Tutoring Program at Glenville High School

You can help meet a pressing need in Cleveland.

This summer the new Glenville High School (East 113th Street at St. Clair Avenue) will be the home of a large tutoring program to help junior high students. Senior high volunteers from Glenville and the suburbs will combine to provide the tutoring under the direction of the Cleveland Board of Education's Extended Day Program.

Through this recruitment letter, we are trying to generate enthusiasm among Jewish students to join others in easing an inner-city educational problem, and simultaneously to have a rich summer experience.

WHEN: From 7:00 - 8:30 p.m. on Tuesday and Thursday evenings for 8 weeks from June 20 through August 10. (If you can serve only on Tuesdays or only on Thursdays, your participation is still very welcome.)

WHAT: Tutoring categories include the following:

7th grade reading - 7th grade math
8th grade reading - 8th grade math
9th grade preparation for high school
work in English, algebra, history,
biology, French, and geometry

(A tutor will work with one, two, or three tutees each session.)

HOW: Orientation sessions will be held during the first week to acquaint tutors with their task and their materials. The Board of Education will supply books.

TO: High School Students of the Jewish Community
FROM: Ed Paller, Glenville Project Coordinator

Page -2-
May 18, 1967

TRANSPORTATION: Tutors will be provided bus transportation from the Jewish Community Center (3505 Mayfield Road) to Glenville High School and back to the Center. Departure and arrival would be at 6:30 and 9:00 p.m. respectively.

REGISTRATION
PROCEDURE:

Call the Youth Division of the Jewish Community Center, 382-4000, and ask to be sent a registration form for the Friendship Corps' Glenville Project. (One need not be a Jewish Community Center member to register). This same number can provide answers to questions you might have.

For those who wish to participate even more generously, PACE's elementary school tutoring program is again being offered this summer. In this fine program, four mornings per week are required of every volunteer from June 19 until July 27. Call 781-5250 to register.

Don't just talk about our problems. Join the many who are doing something. Give a call NOW!!!





May 23, 1967 *The Jewish Community Federation of Cleveland*

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 861-4360

MEMORANDUM

TO: Public Welfare Committee

FROM: Ed Paller, Glenville Project Coordinator

THE GLENVILLE PROJECT

The seven programs which are encompassed in the Glenville Project are all in full swing, with a loyal corps of more than 100 volunteers performing weekly service in Glenville.

The remaining few weeks of the school year will bring certain programs to a halt because of the very nature of their tasks.

The Vocational Guidance Program, offered to the present 10B's on twelve consecutive Wednesday all-day sessions will be able to use the summer break to enlarge its plans and ready itself to begin with the new 10th graders in September. Student, volunteer and Glenville staff reaction to the project have all been encouraging and definitely indicate the need for such a program among the sophomores.

Other projects taking a summer respite because of their group nature are the Study Hall Specialists at Glenville High and the Extended Day Tutors at Franklin D. Roosevelt Junior High.

The School Neighborhood Youth Corps - Jewish Orthodox Home for the Aged work program will continue through the summer but the student employees (9 of them) will undertake 30-hour work weeks instead of the present 15-hour plan. Summer supervision will be absorbed by the JOHA staff, thereby necessitating no special summer financing for this function.

The Patrick Henry Pride Project will involve the writing talents of two creative volunteers this summer. They will be working with the school's National Teacher Corps director in preparing materials for special transition classes. During the past semester, the "team" has been gathering the informational material to feed their summer efforts.

Our "one-to-one" projects, the Scholars' Club and Project A, will be continuing their student-volunteer relationships right through the summer and into the next school year. When such a pattern has been well-developed, it would be devastating to the accomplished gains to discontinue from June to September. Although vacation may curtail the weekly meeting schedules, every attempt will be made to retain continuity

TO: Public Welfare Committee
FROM: Ed Paller, Glenville Project Coordinator

Page -2-
May 23, 1967

Mrs. Mallory of the Negro Community Federation and I will retain contact with the Project A volunteers while the American Jewish Committee will be in touch with their members who participate in the Scholars' Club. Services of the school counselors, who work closely with these two programs presently, will not be available during the summer months.

In conjunction with these two projects, attempts are presently being made to find summer jobs or other meaningful activities for the students. Each program has a "job hunting" team making contacts in hopes of securing such opportunities.

On the evening of Monday, June 26, a Glenville Project Report Evening will be held at the Jewish Community Center to allow all those affiliated with the project an opportunity to hear about its component parts. Superintendent Paul Briggs will be our special guest that evening.

In addition to the four programs continuing during the summer, an opportunity is being created for wide participation of high school youth in a "giving" rather than a "receiving" role. The Glenville Project is recruiting Glenville High School and suburban high school students to mutually conduct a "two-evening-per-week" tutoring session at Glenville High for eight weeks this summer. The "tutees" will be Patrick Henry Junior High students, many of whom are feeling the increased pressure of Cleveland's sudden switch to the yearly plan.

The tutoring is much needed and will come under the direction of the Board of Education's Extended Day Program. The Friendship Corps of the Jewish Community Center is the suburban recruiting agent for volunteers who will be bussed in Bureau of Jewish Education buses from the JCC to Glenville and back. At Glenville, the National Honor Society and Future Teachers of America groups are the sponsoring student groups.

Thinking ahead to the fall semester at Glenville High School, the present Project A group of 25 students and volunteers should continue their one-to-one contacts. A new group of individuals, likely including a Big Brother and Big Sister contingent, will initiate a new Project A unit starting fresh with 10th graders. The continued co-sponsorship with the Negro Community Federation is fundamental to the project in recruiting volunteers from both communities. A greater emphasis should be placed on gaining new volunteers from within the Glenville Area. From the fruits of many of these associations comes encouragement for expanding Project A.

The Vocational Guidance Program, the other co-sponsored activity, will broaden its program to cover a wider range of vocations, but will again be aimed at the 10th graders, rather than moving ahead for a second year with the present sophomores. The school feels that the importance of transmitting this information and discussing it within small groups is more important at the 10th grade level. Perhaps a different more intensive follow-up can be arranged for juniors. The job and college counselors naturally concentrate on the senior year students.

The Council of Jewish Women and Negro Community Federation Women worked effectively as a well-organized team. Their two fine co-chairmen have surveyed students and volunteers, and are convinced of the importance and effectiveness of this program.

The Scholars' Club is designed as a three-year program, beginning this year with 10th graders who are assigned to their volunteers on a continuing basis through their stay in high school. This new program, manned by the American Jewish Committee team aims to assist successful students in their progression towards higher education.

TO: Public Welfare Committee
FROM: Ed Paller, Glenville Project Coordinator

Page -3-
May 23, 1967

Most difficult of the projects has been the Study Hall Specialists wherein Hadassah, Park Synagogue, and Temple Emanu El women have been working as special tutors to teacher-assigned students. A much closer coordination between volunteers, students and teachers is needed prior to the initiation of such a program in the fall. The volunteers have been very faithful in their commitment, but the in-school response by students and teachers needs much firmer ties.

Thus, I feel it is vital to the success of the total Project's efforts at the high school that someone functioning within the framework of the school staff have responsibility for providing the coordination needed among all the participants. The projects have gotten underway this year with the cooperation of a number of school personnel upon whom this became an additional burden. If someone at Glenville had the responsibility of coordinating such community resource services, they would be much more effective.

A proposal to fund the experimental hiring of such a person in two Cleveland high schools ~~has been submitted by the~~ PACE committee, and is being considered at the Board of Education. It is essential to our expanding program that a coordinating function be performed at the school. If the Board does not act on this, the Glenville Project must make prior arrangements for such a special role to be played by someone at Glenville High School.

Four junior high schools feed Glenville High. Our work with students at the high school indicates a strong need for reaching students at an earlier educational level. Inquiries are currently being made as to the feasibility of establishing meaningful projects within the junior highs of the Glenville Area. In addition to being much smaller in enrollment and more easily absorptive of volunteer efforts the junior high also affords more opportunity for involving Glenville High students in active roles as contributing members of their own communities.

Among the types of programs applicable to the junior high are the following:

- 1) Ninth grade civics class interchanges with suburban schools, to deal with common city problems through assembly programs, debates, discussions, etc.;
- 2) a special guidance project to implement the transition from self-contained 6th grade to the departmentalized junior high in 7th grade;
- 3) an 8th grade introduction to vocational choices, prior to ninth grade elective choices and prior to the year of greatest school drop-out;
- 4) a library extension program bringing the exposure to books out into the classroom with volunteer help;
- 5) a Project A type of one-to-one person programs utilizing a new set of volunteers supported by professional back-up;
- 6) a special reading tutoring program;
- 7) a tutorial service using Glenville High students as the tutors;
- 8) a home-visitors program to work with PTA leaders in getting knowledge of the school's efforts ~~into~~ the home
- 9) a Study Hall Specialists project

TO: Public Welfare Committee
FROM: Ed Paller, Glenville Project Coordinator

Page -4-
May 23, 1967

The impact of such a program in the junior high student might be much greater than in the high school because he is still at a more pliable age. Also, in a smaller school the project could receive wider attention by both students and administration. We have been fortunate in having Mr. Stafford's full cooperation at Glenville. Without it, our program could not have succeeded. However, in a large school of 3,100 students with a wide range of activities, such a program can too easily become part of a hectic scramble. This is not as likely in the smaller junior highs.

Also, the junior high would offer an opportunity for closer ties with parents on an adult-to-adult programming level. In a child's younger years, parental interest is likely to be greater, and opportunity for parental cooperation is greater. This is an area of the Project which requires more attention. Our association with Mrs. Hall Chairman of the Glenville Area Council's School Committee, is aiming in this direction.

If the second year of the Project can work at developing an improved atmosphere in Glenville High School's feeders, the third year might additionally expand into the area of the elementary schools creating an eventual impact at all three levels.

Most important in any of these efforts is the willingness of the school principal and his staff to break old habits and try new approaches. Mr. Roland Johnson, newly-appointed Board of Education Coordinator of educational activities in Glenville is anxious for our project to expand and is seeking out probable school sites which would be most responsive.

Operating at various educational levels would give opportunity to:

- 1) effect educational progress at an early, more pliable age, and the age of adolescent change, as well as the age of approach to adult responsibility;
- 2) establish an earlier basis for effecting attitudes and work habits prior to high school years;
- 3) make comparative evaluations of the effectiveness of such programs at each level.

M I N U T E S

Public Welfare Committee
The Jewish Community Federation

Tuesday, May 23, 1967; 12:00 Noon
(luncheon) in the Federation Office

PRESENT: Rabbi Daniel J. Silver, Chairman, Presiding; Mrs. Sanford R. Arsham, Dr. Arthur Blum, Robert S. Garson, Mrs. Robert S. Garson, Robert D. Gries, Frank E. Joseph, Irving Kane, Harold Klarreich, Robert L. Merritt, Mrs. Alex Miller, Dr. Roland Moskowitz, Elmer I. Paull, Lewis H. Polster, Mrs. Ezra Z. Shapiro, Alan B. Soclof, Sidney Zilber; Alan D. Kandel, Edmund C. Paller, and Bernard Olshansky, Secretary.

Rabbi Silver opened the meeting. Making reference to the emergency situation in the Near East, and the fact that both Irving Kane and he had responsibilities associated with the Jewish community response to that emergency, he asked leave to begin the meeting early.

MINUTES

Minutes of the meeting of March 13 were approved as distributed by mail.

STATUS OF PUBLIC WELFARE IN OHIO (Irving Kane, Reporting)

Reminding the Committee of action taken by it at the March meeting, Rabbi Silver reported that there was an exchange of correspondence with Governor Rhodes. Copies were distributed to the Committee in advance of this meeting. The Public Welfare Committee of the Cleveland Welfare Federation, under the chairmanship of Irving Kane, has been actively involved in efforts to influence legislation to bring welfare grants up to 100% of a minimum standard of health and decency. Rabbi Silver called upon Mr. Kane to report on the situation.

Mr. Kane informed the Committee that telegrams were sent this morning to all state legislators from Cuyahoga County informing them that the Welfare Federation stands on its earlier position that the state should allocate enough to meet a minimum standard of public assistance for all public welfare recipients. The Welfare Federation also recommended that lines 797-808 be deleted from the Appropriations Bill (HB 537); this is the section in which the state proposes to match on a 50-50 basis dollars appropriated by the counties to raise standards above the 78 percent level now in effect. He indicated that \$17,500,000 had been set aside on the condition that it be matched by the counties. County commissioners across the state unanimously oppose it; there is no hope that sufficient local funds can be raised under present taxing provisions to meet the counties' share. There is a likelihood that some legislation will be introduced permitting counties to impose new taxes, probably on utilities, to make more money available for public welfare purposes, but this would throw the administration of public welfare back into the chaos in which it was before the reorganization act of 1965.

At the present time the Welfare Federation's Public Welfare Committee is considering a compromise in which it would accept the \$17,500,000 to improve standards of public welfare. It was estimated that this would bring welfare grants from the present 78% to 89% of the minimum standard. Counties still would have to meet 10% of the additional amount, but there is reason to think that this can be managed.

Rabbi Silver briefly summarized the legislative hearing on March 10 which seemed designed to prevent a proper presentation of the case for raising standards to 100% without the matching provision proposed by the governor. Rabbi Harry Kaplan of Columbus, Regional Director of the B'nai B'rith Hillel Foundation, testified in our behalf and for the Jewish communities of Ohio. But none of the witnesses had an adequate opportunity to testify. The House Finance Committee reported the Bill to the House in exactly the form in which it was submitted by the administration, and action is expected by the House this week. The Senate Finance Committee will probably hold hearings the week of May 29 or June 5, and strategy is presently being worked out by the Ohio Citizens Council, the Welfare Federation, and others. After some discussion of appropriate action by the Jewish Community Federation, it was agreed that Rabbi Silver would talk with Senator William Taft, a Cuyahoga County member of the Senate Finance Committee, and would send such communications to Senator Taft or others as might be indicated. Mr. Joseph volunteered to consult with Curtis Smith or Chapman Rose to consider whether they might be helpful in moving along the lines indicated by the Welfare Federation.

REPORT ON ACTIVITIES OF LOCAL JEWISH ORGANIZATIONS (Edmund Paller, Reporting)

Mr. Paller distributed an inventory of anti-poverty activities by local Jewish organizations (copy on file), compiled at the request of the Committee. Letters were sent to local affiliates of the Federation, to synagogues and temples, and to Jewish membership organizations in Cleveland to learn of their activity. Mr. Paller summarized the material in the report, commenting on a number which have special interest for the Committee. Rabbi Silver indicated that the material was compiled to guide us in our own work; it was intended to help us respond intelligently to any inquiries about activities of Jewish organizations in the inner city and to see where agencies and organizations have not been actively involved.

Mr. Joseph thought this represented an impressive picture of Jewish community activity. He felt it should be used to indicate that the Jewish community has been actively involved in the city. Rabbi Silver responded that the material will be used judiciously.

REPORT ON SUMMER PROGRAMS (Edmund Paller, Reporting)

Rabbi Silver reported that preparations now are underway for activities during the coming summer. Mr. Paller has been in touch with school authorities, the PACE Association, and others, and he is planning a special meeting in June to bring together volunteers in the Glenville Project.

Opening with the second item, Mr. Paller asked members of the Committee to reserve Monday, June 26, for a special meeting of the Public Welfare Committee with groups which have sponsored projects in Glenville and with volunteers for a report on their progress during the past several months. The School Department and the Negro Community Federation will join with us in this meeting.

Mr. Paller indicated that a number of programs now under way will continue through the summer. These include the one-to-one projects -- Project A and the American Jewish Committee Scholars Program -- in which youngsters are being served individually. To the extent possible, volunteers will continue in contact with students over the summer months. This involves over 50 youngsters and 50 volunteers. The JOHA School Neighborhood Youth Corps will continue through the summer on an intensified basis -- 30 hours per week -- using supervisory staff of the JOHA instead of the special part-time persons who was engaged when the project was carried on during late afternoon and early evening hours. The special project at Patrick Henry School will also continue.

The projects which are tied to school activities will not continue during the summer. This includes the Study Hall Specialists and Vocational Guidance Programs. Both of these involve service to young people in the school, working in cooperation with school personnel; clearly, they cannot be carried on during the summer months.

Mr. Paller reported that in Project A, where the youngsters showed problems about which more needed to be known, arrangements were made for psychological testing by Jewish Vocational Service. Batteries of tests lasting six hours were administered to these youngsters by JVS personnel, and the results are now being analyzed. There is reason to think that these findings may be useful to the school guidance program beyond the particular needs of these 25 youngsters. Mr. Paller called attention to the particular need for summer jobs for participants in Project A and the Scholars Program, and special efforts are being made to find such jobs. Members of the Committee were asked to be in touch with Mr. Paller if they had knowledge of jobs which might be made available. Mr. Gries called attention to a particular problem confronted in attempting to find jobs; many jobs which are made available cannot be used for youngsters of the ages served by these projects.

Rabbi Silver pointed out that the extent of our involvement at Glenville High School has presented some practical problems. There are problems of arrangements, administration, and coordination which need more follow-up than school personnel is presently able to provide. Discussions now are being held with the schools about the possibility of engaging a full-time person within the school department to coordinate such activities, and there has been a proposal by the PACE Association which would finance such a position.

In response to a question from Mr. Garson as to whether the program will continue into the 11th grade with this year's 10th graders or will direct itself to new 10th graders, Mr. Paller stated that we hope to do both. We will continued with the youngsters now being served in the individual programs. In the group programs the school principal has requested that top priority be given to the 10th graders, but it is hoped that the program can be expanded to continue to provide service to 11th graders. This is one more factor leading us to hope that additional school staff might be engaged to work with the program.

Mr. Paller talked about plans for the summer. Glenville High School will be the center for a number of activities in the area, including the Extended Day Program now at Patrick Henry School, which will be affected by the planned transition from a half-year system of grades to a full year program. Intensive summer school education will be used to help prepare youngsters for the change. The PACE Association will be serving children in elementary school grades affected by this change. It is recruiting volunteers on a four-day a week basis to provide special tutoring. We have been working with them and are helping them to recruit volunteers for this effort.

Since the PACE program will not include Junior high schools students, we are taking responsibility for recruiting volunteers in cooperation with a number of groups. The Jewish Community Center's Friendship Corps will be used to recruit volunteers from the Jewish community; these will not be restricted to members of the JCC. In Glenville, the Future Teachers of America and the National Honor Society have both been enlisted to provide volunteers who will be used two days a week in the late afternoon and early evening. Many young people who cannot volunteer for the four-day program of PACE will be able to offer their services through this program.

In this connection, arrangements for bussing volunteers from the Heights area into the inner city are being made with the Bureau of Jewish Education Transportation System. Mr. Paller indicated that this would cost \$150 for the summer and asked for an authorization for this expenditure. Rabbi Silver, stressing the need for suburban

youngsters who have the skills needed in the Tutoring Program, indicated that funds for this are available in our own budget.

It was then moved by Mrs. Arsham, seconded by Mr. Josephs, and voted to authorize the expenditure of up to \$150, to bus volunteers from the Heights area into Glenville and back, in connection with the Tutoring Program this summer.

PLANS FOR THE GLENVILLE PROJECT IN THE NEXT PROGRAM YEAR

Noting that we are near the end of the first program year and faced with question about future direction, Rabbi Silver reported that Mr. Paller has been working with Mr. Stafford, Principal of Glenville High School, Mr. Tanner, Assistant to Superintendent Briggs, and others to define program direction for the coming year. A report on this has been prepared for distribution to the Committee (copy on file), and Mr. Paller was invited to speak on the matter.

Mr. Paller made reference to a number of points made earlier in the meeting which bear upon this discussion. The problem now is in absorbing the additional activity being brought into the school. He pointed out that there has been wonderful cooperation from school personnel, particularly the Principal, Mr. Stafford, and Mr. Wilkins who has coordinated the guidance programs. However, the expansion of our program introduces additional stress upon school personnel which pose serious problems. The question of significant expansion leads us to consider also what direction our program ought to take. Should we concentrate on a saturation program within the high school or should we expand into the lower grades? It was pointed out that any expansion in the high school beyond what we are now doing would probably require additional school personnel. But even if personnel is available, would we best serve our purpose by containing the program within the high school or would we have a greater impact on the area by moving down into at least two of the junior high schools which feed students into Glenville High School? Mr. Paller discussed some of the advantages and disadvantages of either course of action, and the matter was then opened for discussion.

Mr. Polster asked at what point we get reactions of young people who have been served by our program and at what point do we consult with youngsters and parents as to future program direction. It was stated that no provisions have been made yet for formal evaluation of the program, but there are plans to assess some simple facts (e.g. attendance, grades, school attitudes) at various points of the program including the end of this school year. If the program is expanded into the junior high school there will be an opportunity to involve high school students as volunteers, and this should result in greater impact of their thinking upon the direction of future programming. It has been recognized that people from the area have not been involved as fully as they might be; however, there are some residents of Glenville, parents of students at the high school, who are involved in the Vocational Guidance Program.

Mr. Garson asked about the potential for recruiting more volunteers for these programs. Mr. Paller thought there is a good potential, both within the Jewish community and the Negro community. A number of Jewish organizations have expressed interest in becoming involved, and we have only begun to involve residents of the Glenville area directly in the program. As the Negro Community Federation improves its ability to mobilize volunteers, there should be greater activity on this front.

Questions were raised about our relationship with the Negro Community Federation, and it was brought out that they are currently embarked on efforts to engage a doctoral student at Western Reserve School of Applied Social Science for the summer. The

function of this persons would be to set the basis for the organization and to prepare for fundraising efforts within the Negro community and from foundations which have indicated some interest in it. It was our feeling that a strong Negro Community Federation could be extremely helpful in mobilizing people from the area itself to participate in the program.

Questions about the desirability of different courses of action were raised by Drs. Moskowitz and Blum, and Mrs. Arsham, Mr. Joseph and Mrs. Miller expressed preference for moving into the junior high schools as the next point of emphasis for the program. There was general agreement that, while the program should be expanded, it should still be thought of as a pilot program in a relatively contained area; its purpose is to determine just what can be done in a practical way which can be picked up on a larger basis by school authorities.

It was then moved by Mrs. Miller, seconded by Mr. Zilber and voted that to the extent feasible, the direction of the Glenville Project should be toward expansion to include at least two of the junior high schools which feed students into Glenville High School, with clear recognition that it is intended to be a pilot program to help determine the best way of meeting needs of young people in inner city schools.

Meeting adjourned.

Respectfully submitted,

Bernard Olshansky, Secretary



ds



932
6296

The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 861-4360

June 12, 1967

MEMORANDUM

TO: Rabbi Daniel J. Silver

FROM: Ed Paller

Simultaneous with Israel's solo struggle for existence which has dominated our thinking and activity, our Glenville Project ~~has~~ continued to function ~~to the end of the school year and beyond~~. Anticipating our Report Program on Monday evening, June 26, 1967; 8:00 p.m. at the Jewish Community Center, here is the suggested agenda and time-table:

- 8:00-8:20 p.m. Self-introduction and welcoming remarks by Rabbi Silver representing Jewish Community Federation (History)
~~INTRODUCE~~
- 8:20-8:30 p.m. ~~Self-introduction and welcoming remarks by Reverend William Hannah representing Negro Community Federation~~
~~PRESIDENT~~
- 8:30-9:15 p.m. Capsule (5 minute) reports on each of the seven phases of the Glenville Project originated during these past 5 months. Reverend Hannah introduces #1, 2, 3. Rabbi Silver introduces #4, 5, 6, and 7.

These are:

- #1 Project A - Henry Wilkins, Glenville Guidance Coordinator, reporting.
- #2 Vocational Guidance Project - Mrs. Harold Klarreich (Council of Jewish Women) and Mrs. Larry Kent (Women's Division of Negro Community Federation), co-chairmen, reporting.
- #3 Scholar's Club - Dr. Lewis Abram (American Jewish Committee), chairman, reporting.

- #4 Study Hall Specialists - Mrs. Ezra Shapiro (Chairman of Women's Anti-Poverty Program Steering Committee of the Jewish Community Federation) reporting (Sylvia)
- #5 School Neighborhood Youth Corps - Jewish Orthodox Home for the Aged Program - Ned Drake (S.N.Y.C. Coordinator at Glenville High) reporting School Neighborhood Youth Corps
- #6 Franklin D. Roosevelt Junior High Extended Day Program - Dr. Merle

President DAVID N. MYERS Vice-Presidents MAURICE SALTZMAN LLOYD S. SCHWENGER WILLIAM C. TREUHAFT Treasurer IRVING I. STONE
Associate Treasurer LEIGHTON A. ROSENTHAL Executive Vice-President HENRY L. ZUCKER Executive Director SIDNEY Z. VINCENT

Frankel (Fairmount Temple Young People's Congregation), Chairman, reporting.

#7 Patrick Henry's Pride - Mrs. Sanford Glickson, Chairman, Reporting. (T.J. Th)

9:15- 9:30 p.m. Glenville Principal Jack Stafford, (introduced by Reverend Hannah) brings us the school's reaction to the services performed. (He will introduce a P.T.A. mother who will speak for the parents of the community).

9:30- 9:50 p.m. Superintendent of Schools, Paul Briggs, (introduced by Rabbi Silver) gives the thinking of a large city educational program to such volunteered services.

9:50-10:00 p.m. Rabbi Silver closes the meeting with a look ahead to the hopeful prospects growing from such a beginning. (Expresses gratitudes for all who have served and extends invitation to join in the refreshments provided.)

Guest invitees include all volunteers from each project, lay and professional advisers to the Glenville Project, members of the Welfare Federation staff, Public Welfare Committee of Jewish Community Federation, Public Relations Committee of Negro Community Federation, Glenville participating schools' administrators and counselors.

Please contact me with any suggestions, questions, etc. (A copy of the suggested agenda also has been sent to Bill Hannah).

P.S. Having seen the devoted, tireless efforts you have given during these past few weeks, I am convinced more than ever that our Anti-Poverty Program and our community are most fortunate to have your dynamic leadership.

P.P.S. You asked about suggestions for a youth group leader. A woman with much youth leadership experience has just moved to Cleveland from Lorain, Ohio. She is reputed to be very capable, full of enthusiasm, and possessive of an excellent background.

NAME: Miss Marjorie Slutzker
PHONE: 244-5471

Perhaps you might call her to set up an appointment if you are interested.

NLB

July 5, 1967

Mr. Jack Stafford
Glenville High School
650 East 113th Street
Cleveland, Ohio 44108

Dear Jack:

In order to grow, every project must take a long hard look at itself. Our pride of Monday night requires that we ask some basic questions and make some hard decisions if we plan to be as pleased with our activities a year from now as we are today.

I know Ed Paller and Howard Berger have talked over some individual items with you. I wonder if you would give us a few minutes of your time to answer the following questions which are part of an overall re-evaluation which we are now undertaking:

I. In Project A, have there been any noticed effects upon participating students?

- A. Attitudes
- B. Grades
- C. Motivations
- D. Activities

What are your thoughts regarding the feasibility of expanding Project A? What problems would such an expansion bring?

II. With the difficulties encountered in coordinating student, teacher, volunteer, and space aspects of the Study Hall Specialists project, do you foresee a place for it in some revised form at Glenville?

III. The Vocational Guidance project received many favorable comments from participating students. Should it be repeated for the incoming 10th graders? What should be done in this area for those who were already exposed to it this past semester?

IV. How might the Scholars' Club be more closely interwoven with other Glenville programs of scholarship concern such as the various foundation aids?

V. In what other areas of Glenville High's program do you see a need for the volunteer role of the Glenville Project?

Letter to Jack Stafford

Page -2-

July 5, 1967

- VI. What has been the reaction of your staff to the pros and cons of the Glenville Project? How much of an additional burden has this placed upon some of them?
- VII. What type of coordinating measures need be taken to accommodate an expanding project in Glenville?
- VIII. What are the ways you might suggest by which more Glenville parents and other Glenville residents might be involved within the program?

We would appreciate if we could have your report by July 20th. We will then sit down with our own evaluation and that of the Negro Community Federation to plot our course.

With many thanks and all good wishes, I remain,

Sincerely yours,

Rabbi Daniel J. Silver
Chairman
Public Welfare Committee

ds

G**GLENVILLE HIGH SCHOOL**

John F. Stafford, Principal

650 E. 113 Street, Cleveland, Ohio 44108

July 21, 1967

Rabbi Daniel J. Silver
The Jewish Community Federation
of Cleveland
1750 Euclid Avenue
Cleveland, Ohio 44115

Dear Rabbi Silver,

My evaluation of the Glenville project that follows will, by necessity, be subjective; and somewhat personal and limited because of the absence of my staff because of summer vacation.

I. Project A

This program's successes do out weigh its failures. The range here varies:

1. From a boy who was a complete school failure for 2 semesters and judged delinquent by the court as of June 1966, changing to a successful achiever; English A₁, Algebra B₁, Economic Geography D₂, Spanish D₂. This boy in previous semesters was in daily contact with the assistant principal, but this year he was without referral.
2. To a girl who would not even attempt to meet with the worker.

The successes and failures of all other pupils are scattered in-between.

The areas of attitudes, grades, motivation, and activities I am sure were helped and improved. In some cases this may not have been any more than just being willing to meet with the worker, but this in itself can be counted as a success.

3. I feel the program should be expanded because it answers a very definite need of many of our pupils, but I feel the limitation of expanding this project is with the school staff being able to handle the program. Two of the four counselors that will handle such an expansion will be new this year.

- II. The success of the Study Hall Specialists Project was very limited and I suggest that we discontinue this program. I do feel that these ladies might be used as Guidance Counselor aids. Their purpose would be to assist counselors in record keeping, testing and other clerical duties, to free

[July 21, 1967]

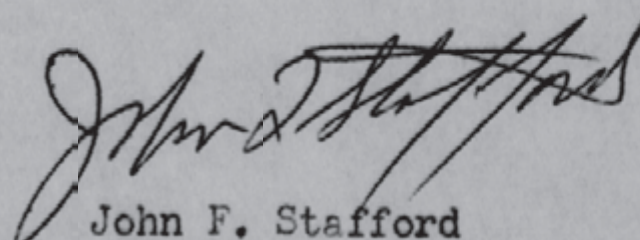
the counselors for more personal and group contacts with pupils. Training session would be involved.

- III. The Vocation Guidance project may have been the project of greatest success. The program should be repeated for our incoming 10 B's. Our school now owns a bus. I suggest that planned tours to places of employment to see the job at the job could be planned for those that were exposed to the program this year.
- IV. The Scholar's Club should be more closely interwoven with our total college placement program. This I am sure will take place. I feel this program has excellent direction and will achieve what we have set as its goal. Thus far, this program is very productive and the young people are aware of its influence.
- V. Glenville High School will have its full program of Introduction T.V. ready for operation in September. This program of close circuit T.V. , to aid and assist our instructional program, may have roles that could be played by volunteers with special production talents.
- VI. The reaction of our staff to the Glenville Project is that they know we and the pupils need more help and they really do appreciate all the help they can get. They also know that to get help takes planning and additional time. To some this becomes an additional burden.
- VII. We will have some additional administrative staff next year which should greatly improve the coordinating measures.
- VIII. The involvement of more Glenville parents and Glenville residents in the program may be the most difficult task of all. The Glenville School Project with Roland Johnson as Executive Secretary, will be concentrating on parent and community involvement next year. I suggest that your assistance in this program may be a way to help people of the community to become involved.

For me, personally, this year's experience with the federation has been a very rewarding and reinforcing one. My association with Ed Paller has been excellent. His association with the staff has been very rewarding for them. He has made many lasting friendships here at Glenville.

Special thanks and best wishes to all at the Federation.

Sincerely yours,



John F. Stafford