

Miami Young People's News Bureau

Proposal: P3001981

**Submitted by: Elizabeth Hanly
8530 Bryon Ave. #502
Miami Beach, FL 33141
305 868-6203**

email:

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1. Purpose Statement:

A kid in a poor neighborhood, in a failing school in Miami asks his Mom to accompany him to the library. She watches as he googles his name, and shows her his work, published in one of the most prestigious of the nation's newspapers. Another kid, recently released from a juvenile detention facility, is asked to help design a web-site or a radio-show focusing on social justice issues. Several students spend a couple of days reporting on the work of MacArthur Laureate Dr. Joe Greer. Once Greer offered the nation a model on how to approach health care for the homeless. He now wrestles with issues of health care for illegal immigrants. A group of students explore child labor in Miami-Dade County and the sweat shops that exist in our own backyard. Still another group considers the circumstances that lead to a child selling drugs as the most viable way for a family to support itself? Another cluster of students ask why few Afro-Americans hold significant political offices in Miami. A few more ask why Haitian breadwinners, fathers of families and residents of Miami for upward of a decade, are suddenly being deported? Another group explore how citizens in El Salvador came to forgive each other for the atrocities of their most recent Civil War. These students look at how youth media initiatives are now working in Rwanda to foster a national meditation after their recent holocaust. These students wonder what these models might have to say about el exilio and a Cuba after Fidel. Still other students, peer counselors in a series of Miami schools, study how youth activists and youth media are being used in Zambia and South Africa to fight AIDS; they decide to replicate some of those programs here in Miami where AIDS is still on the rise.

In a climate where young people too often see anti-intellectualism as authenticity, or where students assume, even correctly, that as things stand they have no real chance at much of anything, in a climate where young people are at a loss to understand civic issues, or are convinced their efforts towards change can be only meaningless, youth media has extraordinary potential to transform these attitudes and empower the young. Likewise, in a climate where newspapers are losing readers at alarming rates, Youth Media has the potential to bring a dynamism to the press that it is sorely lacking.

This project sets out to make Miami a vital center for the development of Youth Media. There are a handful of Young People's News Bureaus working both in the U.S. and beyond. What makes Miami's News Bureau unique is our partnership with Florida International University's Center for Urban and Innovative Education led by Dr. Lisa Delpit. No Young People's News Bureau has adequately answered questions about how the News Bureau experience/engagement can find its way back into the classroom, particularly into a classroom in a school system as deeply troubled as is Miami's. This program proposes to look at an alternative paradigm of teaching through an ongoing process of participatory writing embedded in professional development and student learning. It will provide a model for collaborative and actively engaged teaching for the purpose of:

- visualizing a working model of transformative literacy classrooms;
- moving away from traditional teaching and learning for vulnerable students;

- collaborating with students and other stakeholders for success in the classroom

One could argue that if the News Bureau paradigm or even its materials could make it into a classroom here, a model would be established that could be replicated in any urban U.S. setting. A doctoral candidate working under the direction of a Senior Fellow at The Center for Urban and Innovative Education News will take not only take on these questions but ask if for any child, but most particularly the most vulnerable children, a journalist paradigm isn't also a vital alternative strategy for teaching literacy and develop material to aid in FCAT assessment. This research has the potential to further support a fledgling sea change in national educational strategies. As you are also well aware, the Center is not merely a cutting edge Educational Institute but one focusing on Social Justice Initiatives. Miami's Young People's News Bureau therefore, sets out not only to develop a youth media program and explore how powerful a teaching strategy it can be, but also how the News Bureau model may be used to build community in uneasy circumstances. All this however, is still not an adequate description of our purpose.

Miami's Young People's News Bureau sets out to give our community unprecedented access to the voices of young people -- arguably our consciences -- as they report and discuss issues that we all are wrestling with, one way or another. Perhaps the genius of the New Bureau model is that by asking young people to write for us, instead of us for them, we are freeing them to think outside the box that influences typical high-school journalistic projects, let alone far too many aspects of education itself.

2. Grant Overview:

The proposed Miami Youth News Bureau will create a News Bureau composed of 110 middle and high school youth primarily from disadvantaged and "low performing" schools in largely marginalized communities within Miami Dade County. We will work with three schools each serving an extremely vulnerable community of youth: 1) TROY Community Academy is an alternative school serving middle and high school youth who are failing in traditional school settings and simultaneously involved or at risk of being involved in the juvenile justice system; 2) Edison Middle School serving a primarily Haitian population of youth living in poverty; Edison Middle feeds into 3) Booker T. Washington Senior High School serving African Americans and other people of color living in some of the most disadvantaged parts of our community.

In after-school and Saturday sessions, youth will engage in the very subtle process of finding their own voices, valuing their roles as leaders, reaching the heart of complex issues, understanding key questions and putting aside fears to ask those questions. Together youth will learn what makes an article work; how to interview, research, report, and write a story; and how to do all this as a team. As youth research and investigate issues of real significance in the community and beyond, they will inevitably find themselves wrestling with issues of social justice and in the process learn to watch what happens when a key question is asked, or not asked; think critically about media today, as well as the role of the media in the democratic process. Sessions will be held at each of the participating schools as well as at the Shake-a-Leg facility for alternative

education. Youth will be assisted by News Bureau Director Elizabeth Hanly, News Bureau Technical Director Jared Bistrong, and Florida International University's Center of Urban and Innovative Research Doctoral Candidate Debra Pane, as well as approximately twenty FIU Department of Education students as part of their pre-service hours requirements.

Teams of youth will regularly attend editorial meetings of the Miami Herald, produce articles for publication in the Op/Ed section of the Herald as well as on the Herald website, prepare and present radio broadcasts and "pod" casts, as well as develop and produce a series of television news programs on WLRN, the public access television station. Student articles will also be published in the Southern Newspaper Publishers Association newsletter that goes out to 402 newspapers in the Southern United States. The Center for Urban and Innovative Education at Florida International University will publish student articles and include them on their website. Additionally several local museums have expressed an interest in exhibiting student photographs.

One of the key things that makes this project unique from other Student News Bureaus is that, working in partnership with Florida International University's Center for Urban and Innovative Education, program staff will set up a paradigm for News Bureau work in marginalized communities. Optimally this work will affect literacy education itself and provide for alternative FCAT preparation strategies to engage a broader range of youth. The News Bureau believes that an essential part of its mission is to create what may become "best practice" for those kids who are not now engaged in the educational process.

3. Goals/Objectives of the Student News Bureau:

1. To change the way mainstream newspapers' regard the inclusion of youth voices in its pages.
 - A. The Miami Herald has agreed to publish and promote Youth News Bureau articles on significant topics rather than the more traditional light youth fare published in its 'neighborhood section'. The Miami Herald has agreed to publish several News Bureau articles each month on its Op-Ed, Features and News Pages.
 - B. Project participants will work with the Miami Herald's "new media" department which includes the on-line publication as well as video presentations and radio broadcasts.
 - C. The Southern Newspaper Publisher's Association (SNPA) is a group funded by the Knight Foundation, whose goals include alerting the newspaper publishing community to innovative approaches in covering the news. SNPA has asked that Miami's Young People's News Bureau work with them. SNPA, whose newsletter reaches 420 daily newspapers, is committed to disseminating both articles by and information on the proposed Youth People's News Bureau, the educational paradigm(s) developed as a result of

the project, and the potential financial benefits to newspapers by including subject matter of interest to a broader population of consumers.

- D. Additional links will be created to various newspapers in other cities and countries interested not only in reprinting the work of the Miami Youth News Bureau but initiating their own parallel programs. News Bureau staff will be available to serve as consultants at no charge to any burgeoning program.
2. Provide unique and challenging educational opportunities and experiences to some of the most at-risk youth in our community. Such experiences are all too often reserved for those youth of privilege attending elite private schools. We will begin to bridge the gap created by the defacto segregation of students according to socio economic class.
- A. In addition to holding a county-wide contest to select 50 "student journalists" interested in participating in the project and demonstrating drive and talent, we will be working with three populations of youth who attend one of two "low performing" schools, as well as a third group of adjudicated young people.
 - B. Students will develop more sophisticated oral communication skills. Such skills will include those related to interviewing protocols such as active listening, reading body language, mirroring back understanding, and the ability to formulate pertinent incisive questions.
 - C. Students will develop critical thinking skills including but not limited to reporting, media literacy, recognition of media bias, as well as reading the subtext of advertising and images.
 - D. We will set the stage for youth to become more actively involved with and responsible for their own education. Once the young people realize how interesting and rewarding it is to be able to ask and answer one's own questions, engagement in the educational process will bear new relevance. Once youth are vested in their in education, they are less likely to drop out of school and more likely to contribute to a positive peer culture that views intellectualism as authenticity.
 - E. Create circumstances where parents will more willingly participate in their children's school experience because such participation will be positive, not limited to uncomfortable sessions with the school's disciplinarian.
 - F. Youth will develop leadership skills not only through classroom curriculum but in the process of becoming actual leaders of their student reporter teams. These leadership skills are transferable to other settings including those within the schools themselves as well as the larger community.
3. Development of a new educational writing paradigm that facilitates a more holistic and relevant approach to learning while taking into consideration the importance of providing effective learning opportunities focusing on "testing" success, such as on the FCAT. Intrinsic in this goal is the process of marketing lessons learned and materials developed so that they can be used in other schools and other school districts.

- A. Utilize Young People's News Bureau articles in the classroom and explore student responsiveness and interests.
 - B. Develop curriculum materials based the News Bureau experience and journalistic paradigm.
 - C. Invite teachers to a monthly dinner/focus group to look closely at what the News Bureau kids are wrestling with and accomplishing and how that relates to their goals in the classroom.
 - D. Dissemination of materials and teacher training.
 - a. Provide a series of workshops showing how user friendly and exciting this approach to education is for both teachers and students.
 - b. Teachers will become more involved in using the resources of the local newspapers to motivate student academic achievement. The Miami Herald currently has a program called "Newspapers in Education". Newspapers and minimal lesson plans are delivered to teachers throughout schools in Miami Dade County. Our project will work with this existing program to further develop lesson plans.
 - E. Develop policies that would guide schools in integrating the lessons learned in this project or the new/retooled writing paradigm.
4. Development of more active, informed citizens of the world, of the community, national and international levels.
- A. Students will consider their input an important, even vital part of an active democracy
 - B. Kids will read the newspaper or newspaper sites on the web daily
 - C. Students will have some understanding and appreciation of the Fourth Estate or journalism as both separate from the government and the government's watchdog.
 - D. Youth with experience reporting on tough political stories in Miami will continue to ask tough questions about political and sociological infrastructures in this town
 - E. Youth who have traveled to places, to other countries they knew as children, bring back increased understanding of the issues facing citizens in those countries and how that relates to the U.S. They will also be able to understand and communicate in far more intimate terms about what is gained or lost by living in a Third World country vs. the U.S. Youth will therefore understand their past and future, they will come more fully into their context.
 - F. Kids who have traveled places beyond their imaginings will come home with as far as tolerance for the 'other', and deep appreciation for the sheer beauty and intricacies of other landscapes – physical, spiritual, sociologically, and politically. Kids can discuss a range of issues within a context that has left dogmatism far behind.
 - G. Youth will remain committed to their community but be able to identify its strengths and weaknesses within a global pattern.

- H. Students will be able to exercise their leadership skills, beyond the News Bureau by investing their time and energy in on any number of areas requiring attention in the Miami Dade Community including but not limited to:
 - a. Social justice programs – by developing news projects and paradigms I
 - b. Volunteer in the community
 - c. Mentoring for younger kids
 - d. Working with Homeless youth – see Activities Section of this proposal
 - e. Students develop relationships and work with youth from other cities, countries and cultures to collaborate on project.
 - I. Youth from all cultural, racial, ethnic, and socio-economic backgrounds will be working closely together in reporting teams at least once per week as they gather each Saturday thus fostering mutual understanding and respect.
5. Further broaden access to our Student News Bureau reporting through other media venues.
- A. Produce a biweekly one-half hour student news broadcast on WLRN, a public access television station here in Miami Dade County.
 - B. Initiate a weekly radio and/or "pod"cast done by the youth, with an emphasis on commentary regarding current social issues, often in relationship to distinct community needs/issue or in partnership with community activists.
 - C. Students and news bureau staff will be encouraged to contact independent film makers and let them know of our research and materials. (We are thinking in particular of the film producers whose work on the selling of children into prostitution in India produced not only an Academy award winning documentary but enough donations from interested international partners to buy the freedom of a great many of the girls.
 - D. Students and staff will explore still other places this work may be published. One possibility might be through UNICEF for instance, where the director has many contacts.
 - E. Publish additional Youth News Bureau Materials in FIU's Center for Urban and Innovative Education's web-site and newsletters.
 - F. Link the News Bureau's web-site to the school system web-site.
 - G. In partnership with TROY Community Academy and the Miami Parks and Recreation Department, youth will be exhibiting their photographs and videos in a series of planned exhibitions.
6. Community building
- A. Organize focus groups through which a community may express its concerns regarding its children and other challenging issues.
 - B. Students will utilize the News Bureau's access to touch the public to contribute to a policy whereby a certain community and its organizations is seen as something increasingly worthy of respect by the "outsiders" and where the community and its organizations begin to see "outsiders" as worthy of respect as well.

7. Policy Change: We will not only actively engage in the debate concerning the viability of high stakes testing and the integrity of the research upon which the FCAT test is premised, we will seek to open up the debate to include alternative strategies for accomplishing the stated goals of high stakes testing, including accountability and the ability of our public school systems to educate all of the children of the United States.
 - A. We envision the project to evolve as follows: Year One will be focused primarily on the successful development and implementation of the Young People's News Bureau. Year Two will focus on greater community outreach and institutionalizing the project including sustainability issues discussed later in this proposal. In Year Three our focus will broaden to include systemic and policy issues, bringing our voices, our experience, and our research to address specific educational and cultural policies including high stakes testing, preparation for high stakes testing, and inclusion of young voices in the discussion.
 - B. The development of a longitudinal study that follows cohorts of new teachers who, as part of their FIU journalistic or educator training have participated in this project. See the evaluation section of this proposal for more information.
 - C. We leave ourselves open to embrace or tackle any further policy issues that emerge as our program grows.

4. Rationale:

Many of the most significant voices in today's schools are silenced. Students sit or choose not to sit in failing classrooms across the country, especially in Miami Dade Public Schools. New ways are necessary to bring these voices into the dialogue about social justice and equity, school reform, and the court systems where youth are often victimized. The power of these voices is being ignored in this city and other cities in the nation. The drop out rate of students in Miami schools is arguably one of the highest in the country. Programs like the Youth News Bureau can empower students to take the responsibility for their own learning by engaging them in important social dialogue and giving them meaningful ways to participate in academic and non-academic arenas. Students need more opportunities to participate in the democratic process of their cities and country. Even further, they need to be able to move beyond these constructs, to consider what their country might give/ share/ foster within the wider international community.

This is at the heart of our motivation to initiate a Young People's News Bureau here in Miami. Journalism, at its best, gives a unique opportunity to immerse oneself in an issue, and then step back. Journalism provides what can be a remarkable vantage point to see the world, and meditate upon it.

Meanwhile, a recent survey from the Knight Foundation found that the majority of U.S. students, including those attending elite schools, had little or no understanding of the

First Amendment or why the press should be free of government control. The report went on to say that there were few opportunities anywhere for students to develop such skills. At the same time newspapers, even those with extensive web-sites, are losing readers each year. Young readers are ignoring the news in whatever form it takes. Miami Herald Managing Editor Liza Gross goes so far as to say, "Unless young people in the U.S. start taking some interest in the news, our democracy will be nothing short of jeopardized." Ms. Gross is from Argentina. In the face of the recent "Dirty War" in her country and concomitant press censorship, her words have special poignancy..

Meanwhile, international aid institutions like UNICEF are increasingly convinced that their mandate must include some way for kids to tell other kids their stories, yet they remain baffled concerning how. "Nobody has yet to figure out that paradigm" says Norma Goodwin, Chief Communications and Information Officer at UNICEF'S New York office. Youth Media programs in other cities see this as yet another critical part of their reason for being. We do here in Miami as well.

But let us turn from all students, to Miami-Dade Students, and theories of change. One theory suggests that things change only when they become unbearable. To date 39 Miami Dade schools our middle schools and high schools are failing its students by anybody's criterion. FCATs and a severe adherence to a curriculum that supports this test have been declared the answer. Yet according to several FIU professors, there is research which suggests the studies behind the FCAT paradigm are flawed. There has been no longitudinal research based on the efficacy of FCAT measures. One will be conducted within our News Bureau. This is another issue at the heart of our motivation to initiate a Young People's News Bureau here in Miami.

Putting aside the quantitative efficacy of the FCATs for a moment, let us consider the experience of Dr. Greg Bowe, who headed the undergraduate writing division of FIU for seven years. "FCAT or no FCAT," he declared, "nobody coming into college knows how to write, let alone think critically." He goes on to talk of the work he has seen at his son's middle school, work that Bowe sheepishly described to school officials as no more individualistic, no less dogmatic than work he had seen in classrooms of the old Communist Bloc.

During his tenure at FIU, Dr. Bowe implemented a 5 students/1 professor paradigm at FIU and watched the rates of failure in these undergraduate classes drop precipitously. Citing bureaucratic concerns, FIU ended the initiative, failure rates rose again. When Dr. Bowe resigned in frustration, he came to FIU's Center for Urban and Innovative Education. He now works with former SNNC Activist Robert Moses in rural Mississippi handling the writing component of Moses' now famous Algebra Project. Clearly more and more of the best and the brightest of educators are seeking out alternative models to work from, and/or are trying mightily to introduce bits and pieces of them into mainstream paradigms.

Today Dr. Bowe is most concerned with talking over the 5 students to 1 professor model to any one who will listen. His experience and research indicates that it is in small

groups that writing and critical thinking is fostered. His prescription will be one of the cornerstones in setting up our project. Miami's News Bureau has also asked Dr. Bowe to work with us in sponsoring seminars for teachers and students.

A second theory for change that we will utilize is obviously a grass-roots approach. We are setting out to ask young people what they'd like to know more about/ what they'd like to tell us. We will be successful if kids begin understanding what they can accomplish in the classroom and community, sharing it with other kids, inviting those kids to think of more ways stories can be told and to larger, more diverse audiences.

We will be inviting teachers to look at the young people's work as well as the academic research the News Bureau will generate. No teacher will be in any way coerced by us to get involved. If a teacher wishes to become more involved, seminars and workshops will be available.

We are working on the overriding premise that people instinctively like to learn, they like to read and hear stories, and for eons have learnt best by story-telling.

Today, a series of circumstances are making education well-nigh unbearable in Miami Dade County. Institutions are usually the last places in a community where change originates. . However, there is the story of the bird and the bottle-cap. This is the third theory of change to which we subscribe. This story may be apocryphal but if memory serves it was one of the scientists working around Stephen Hawkins who told it. .

One day a lone bird discovers how to lift the lid of a milk bottle. (This was of course, during the era when milk bottles sat on porches in a host of countries.) One bird shows another how to open the bottle. The birds keep on showing each other until a point of critical mass is reached. Then the story goes, something happens to the DNA of this species. Suddenly, overnight, every member of this bird family knows how to lift off a lid, and drink from a milk bottle.

Or as doctoral candidate Debra Pane said recently, "You see journalism, I see literacy."

5. Grant Activities:

For your convenience we have organized this section of our proposal into subsections addressing specific aspects of the project specifically including:

- 1.) What schools do the kids that we will be working with come from and why did we choose those schools;
- 2.) How will individual students be selected;
- 3.) Who is the staff and what do they do;
- 4.) Who are our partners in this project and what do they do;
- 5.) What are the preliminary steps that we will take to maximize the effectiveness of the project?

- 6.) What are the projects; what precisely will the students be doing?
- 7.) What are the feedback loops to the schools and the district?

1.) What schools do the kids that we will be working with come from and why did we choose those schools?

We will be working with 110 students directly each year, however we anticipate that The Young People's News Bureau will indirectly influence the education and attitudes of many thousands more students and community members each year. Fifty of the youth will be selected in a county-wide competition described below. The remaining sixty kids will come from three of the most "low performing" schools in the Miami area, and serving disadvantaged and vulnerable youth. Miami's News Bureau considers its mission to include working with students who have been written off by far too many persons for far too many years. This surely is the case for most of the students in the following schools:

- Our News Bureau will recruit 20 students from TROY Community Academy. The Academy, that serves 7-12th graders, is considered a last option for adjudicated and profoundly truant kids within the Miami-Dade School system. The school body is small –less than a hundred kids. All of them come from families far below the federal poverty line. Most of them are Afro-American or Latino. The News Bureau chose TROY because of the stability of TROY's administrative staff and the enthusiasm of Director Jennifer Schuster for this project, especially in the face of county and statewide administrative and political pressures to quite frankly, teach only for the FCAT. TROY is part of the Educational Alternative Outreach division of Miami Dade County Public Schools, which as a whole is considered an "F" school.
- Another 20 students will come from Booker T. Washington Senior High School, one of Miami's 'Zone schools'. Booker T. Washington is currently graded as a 'D' school. Again we have selected this school, in large part, because of the enthusiasm of the administration. Not only that, a series of local educators/administrators are convinced Principal Sidener is fiercely committed to her school and can indeed, turn it around. Its two thousand students are a mix of Afro-American and Afro-Caribbean. Seventy-eight percent of students attending Booker T. receive federally funded free breakfasts and lunches.
- Here we face a dilemma. We can either work with Miami Edison Middle School, a "D" school serving a poor and predominantly Haitian student body that feeds into Booker T. Washington Senior High School or we can work with another low performing high school that has a very different demographic: the children of poor Latino immigrants who attend the struggling Miami Beach Senior High School, a "C" school. Our choice therefore would be working with a middle and high school feeding pattern of similar demographics, or working with two very different populations, highly segregated one from the other. Any conversation between these two schools might well be important according to both News Bureau and Kellogg priorities. As you know, many of the 'No Child Left Behind' initiatives seem to target younger children. Perhaps this should

be taken into consideration in making the decision. After weighing the pros and cons of each option, we tend to believe that the opportunity to bring participants from these varied student bodies together to work may quite valuable, particularly because we will be working with middle-school age youth from TROY Community Academy. However we will certainly defer to the expertise of the Kellogg board and the Foundation's guidelines, and work with either pairing.

2.) How will individual students be selected?

Students will be recruited and selected in several ways:

- Teachers will be asked to identify potential candidates. Miami's News Bureau is looking most especially for underachievers, kids who may be very bright have not engaged in the educational process enough to have demonstrated their abilities to others or even themselves. The News Bureau is looking for students who may have caught the eye of a teacher in a class, students who might work well independently. Any student who expresses an earnest desire to participate will be welcome.
- Fifty students who will make up the News Bureau will come from a variety of Miami-Dade county schools, after a Miami Herald sponsored all-city writing competition to be judged by News Bureau staff and selected individuals from Florida International University's (FIU) Center for Urban and Innovative Education. Extraordinary circumstances, including the urging of individual Miami Dade teachers will be taken into account in the decision making as well.

3.) Who is the staff and what do they do?

The News Bureau will be composed of two full time and two part-time staff members. Although each of us will have distinct areas of responsibility, we see our primary obligation to be one of mentoring. Mentoring implies an obligation to let a student know that there are contexts for his questions, that her insights and ideas are not coming from another planet but are likely to be profoundly related to questions at hand. As mentors, we will applaud the young people, when necessary bring them back on point, but again, perhaps most importantly, we will ask them to go ever deeper with their questions. Many of us have witnessed, or remember the ferocious search for honor and meaning among the young, as well as the hopelessness that too often becomes its corollary. A News Bureau can give structure for that search.

- News Bureau Director: (full-time) Elizabeth Hanly has worked as a free-lance journalist for over two decades. She has written for The New York Times, The Washington Post, London's Manchester Guardian, The Miami Herald, Vogue et al. She is currently an adjunct professor at the Journalism Program at Florida International University. No less important to her has been her work with UNICEF and her success working with 'at risk kids' in various publishing endeavors. Her MA is from Teacher's College at Columbia University in cross-cultural curriculum development. Her job responsibilities will include but not be limited to:
 - Act as liaison between the Young People's News Bureau and The Miami Herald, as well as WLRN, our public broadcasting network and other

- media outlets;
- Oversight of program implementation including but all journalistic activities of the students from story inception to final edits, fostering local, national and international partnerships and forming partnerships with other news media outlets including youth media outlets;
- Oversight of all administration duties associated with this project including data collection, preparing reports, and maintaining records;
- Marketing of the project and its materials;
- Organize and teach seminars and workshops directed toward our FIU Education and Journalism interns;
- Supervise FIU Journalism interns.
- Director of Multi-Media Presentation: Jared Bistrong joins Young People's The News Bureau with years of experience working on radio and video initiatives with "at risk" kids at the nationally respected Shake-a-Leg Foundation in Miami. His commitment is "to give kids the technical tools that will define their generation." He has worked with a number of community organizations to develop media-initiatives to further identify the possibilities of their community. He has also served as an adjunct professor at the Department of English at The University of Florida for many years.
 - Will work with the kids to decide with the kids, which stories could be more effective as video presentations, which stories would work best in the Young People's News Bureau and in what form. For instance would a series of still photographs and voice over work better than a video; or would a straight up interviews work best?
 - Produce all multi-media presentations;
 - Will give one on one and group workshops that will assist students in exploring their own creative potential using such mediums as text, sound, digital photography, video, art, and graphics design.
 - Will teach students the basics of the video production process covering all aspects from pre-production to post-production, instructing students, how to brainstorm, outline, and write their own scripts.
 - Will teach students video production theory as well as the technical aspects of video equipment.
 - Will provide students with digital video and photography instruction and design projects that will help prepare students to go out into the field to produce their own stories.
 - Will assist students with audio production, video editing, and dvd mastering.
 - Create the Young People's News Bureau website in partnership with the students;
 - Along with Hanly, Bistrong will explore further outlets for News Bureau media, as well as the possibility of larger projects with other news bureau both nationally and internationally;
 - Will bring News Bureau teams into community groups upon request; kids will teach the adults and other young people what technological options

- are out there and how to use them;
- Will work closely with doctoral candidate Debra Pane, answering a teacher's request for an I-Pod program, for instance, on which a difficult lesson might be taught by News Bureau kids in several ways. I-Pod work in classrooms is only in its infancy and our News Bureau could certainly help that process along.
- Director of Curriculum and Research: Debra Pane is a doctoral candidate at FIU working with FIU's Center for Urban and Innovative Education and the Department of Curriculum and Instruction. She comes to The News Bureau with decades of teaching 'vulnerable' kids, most recently a ten year stint with adjudicated kids at TROY Academy. Her doctoral dissertation work focuses on whether journalism can serve as the cornerstone to a transformative literacy paradigm.
 - Will design and coordinate a program where her research assistants, as well as students from her FIU classes and education majors in her department will complement News Bureau staff by providing mentoring to the teams of reporters and assisting them in developing their writing skills;
 - Will provide seminars and workshops to train the group of volunteer teachers;
 - Act as liaison with the schools, coordinating the after-school activities;
 - Collect and maintain data necessary to track individual student progress;
 - Conduct a longitudinal study following the students and the teachers over a period of at least three years to determine the impact of the program on both individual student achievement and teacher development.
- Youth News Bureau Assistant: (full-time) To be announced. Ideally this assistant would be a recent journalism graduate able to work in both print and broadcasting medium.
 - Site manager at each of the school's and at Shake-a-Leg Foundation's media lab.
 - Responsible for attendance, maintaining student files, and other administrative duties
 - Coordinates teams of reporters, confirms interviews,
 - Arranges transportation
 - Supervises equipment use and maintenance
 - Acts as liaison with parents
 - Other miscellaneous duties as they arise

4.) Who are our partners in this project and what do they do?

The partners on this project are the Miami Herald, Florida International University, the Shake-a-Leg Foundation, the Southern Newspaper Publishers Association, the FIU Student Chapter of the Society of Professional Journalists, the TROY Foundation, the Trust for the Homeless, and three schools within the Miami Dade County Public School System. Each partner will uniquely contribute to the project:

- The Miami Herald
 - Publish News Bureau articles as much as several times a week in various

- sections of the newspaper including the Op-Ed, Features, and News pages;
 - Work with the kids in its New Media Division which includes radio, video and internet venues;
 - Invite the students, on a rotating basis, attend editorial meetings of the highest level at the Miami Herald.
 - The Herald will consider syndicating Young People's News Bureau work within its Knight-Ridder family of newspapers.
- Florida International University
 - Center for Urban and Innovative Education under the leadership of Dr. Lisa Delpit and Dr. Joan Wynne
 - Our project has been invited to participate in their Youth Social Action Program
 - Will disseminate news of Miami's News Bureau to national and international audiences of educators and community leaders. It will include articles written by the students in its quarterly newsletter and website. It will report the annual results of the program's successes and growth.
 - Provide another network with whom we can share projects and ideas
 - School of Journalism, under the direction of Professor Alan Richard
 - Opening their schedule to include workshops or seminars on Youth Media
 - Provide interns to work with the young reporters in the classroom and in the field
 - FIU Student Chapter of the Society of Professional Journalists will also provide additional interns for the project
 - School of Education, Department of Curriculum and Instruction – specifically Professor Sharon Kossack, Ph.D., also a Senior Fellow at the Center for Urban and Innovative Education
 - Provide oversight to the research and curriculum development that is such a unique aspect of our program, specifically Debra Pane's doctoral research: it is Pane's work, in part, that provides the intellectual justification for this project. It is Pane who will take the anecdotal evidence of the multi-measures of success of the various Young People's News Bureaus both here and abroad, and put those measures into hard-nosed research paradigms. If the News Bureau itself can offer profound shifts in the ideas of community, Pane's longitudinal research will be an invaluable piece influencing a potential systematic change in the paradigms of education as we know them today.
 - Provide interns to work with the kids in every aspect of the program. Given the population of youth with whom we will be working, at least in part, it is essential to provide these disadvantaged young people with help to develop and hone their basic literacy skills, particularly writing. It is this group of volunteers

who are committed to doing just that. Please see Appendix1 of this proposal for a detailed description of the proposed activities of the teacher-interns.

- The Shake-a-Leg Foundation
 - Provides use of their media lab including state-of-the-art computer equipment, digital imaging equipment, and other technology.
 - Provides space large enough for the entire News Bureau to come together on Saturdays and one afternoon during the week.
- The Southern Newspaper Publishers Association
 - As an educational enterprise funded by newspapers, the Association has agreed to reprint Miami News Bureau articles and disseminate news of its progress. The Foundation feels Miami's project could serve as a model for similar efforts throughout the country.
- The TROY Foundation
 - TROY Foundation, Inc., a 501(c)(3) corporation founded in 1983 by Judge Thomas K. Petersen; operates several successful programs targeting at-risk kids. They have agreed to serve as fiscal agent for the project.
 - Provide office space for News Bureau administrative purposes
 - Directors have agreed to actively assist in efforts to foster sustainability, including not only fundraising and grant writing but assisting in developing relationships with additional key institutions in the community.
- The Trust for the Homeless
 - The News Bureau will partner with the Homeless Assistance Center located in downtown Miami that shelters many families with middle and high school age children. As much as is appropriate for each family's circumstances, we will involve interested kids in News Bureau activities.
 - Space will be provided for News Bureau activities.

5.) What are the preliminary steps that we will take to maximize the effectiveness of the project?

At the same time as we engage in activities related to selecting student participants, we will pursue the following strategies designed to build community awareness, enthusiasm and buy-in of our project. The News Bureau wants to know how diverse members of our community understand the education of its young; how do these various groups formulate which issues a child most needs to grapple with; how do these groups envision ways that such essays, published in a mainstream newspaper, or aired on mainstream TV or radio, might further community's activism, or even the process whereby a community defines itself. In order to find out the answers to these and many other questions we will undertake:

- Pre-project focus groups
 - With members of the Miami Herald staff, as well with Miami's public television and radio stations. Although these focus groups will be on-going, the initial focus groups will assist us in identifying areas of concern or need as well as understanding expectations and garnering ideas;
 - With community stakeholders such as church leaders, community activists, key figures among the Haitian and other immigrant

communities, members of law enforcement or community policing departments, and others as we discover them.

- With parents, especially those of the kids in our three school sites. Common sense, as well as a great many studies, suggests that whether we all like it, or even choose to admit it, parental attention or the lack of it is a huge component of student success. Often the first interaction the parents of so-called 'at risk kids' have with a school is an emergency meeting called because children are failing or being royally disruptive. "More often than not, parents are "treated like peons," states doctoral candidate Pane, after long years as a teacher to the 'underserved'. As far as it is able, The News Bureau sets out to align its interests and expectations with those of parents and the wider community.
- Conduct written surveys in diverse venues such as Miami's main library or the local corner grocery store in order to reach a broad segment of the population.

6.) What will the students be doing?

Once participants have been selected and initial focus groups and information gathering has been completed, a process that we anticipate will take approximately sixty days, we will begin to conduct the following activities with the kids:

- Schedule: Youth attending the three targeted schools will meet after school twice per week for two hour sessions either at their home school or the Shake-a-Leg Foundation site. Youth that do not attend one of the targeted schools will attend the after school session at Shake-a-Leg. All students will meet for all or part of alternating Saturdays at either Shake-a-Leg or other designated sites, giving all the participants the opportunity to mix and mingle.
- We will take initial assessments of individual student's basic literacy levels. For those students for whom some initial and brief remedial work would be helpful, we will utilize the FIU Education interns to do a variety of exercises with the students. Each of these exercises would be recorded in the workshop log.
- Students will be divided into reporting teams of 4 or 5 students based on a variety of factors. Teams will then be assigned a schedule of Saturdays. Teams will work together for those stories that are "large" enough, furthering our goal of cross cultural communication, experience, and team work.
- There will an initial period of "conversation" in which News Bureau staff listens to what the kids are most interested in, what they would like to write about, what they would most like to know or have us know. As this conversation turns into research as regards the viability of story ideas, fundamental journalistic concepts will be explored and emphasized as required.
- We at the News Bureau will continuously invite young people to bring us their questions. We will then help to formulate them into story ideas. Teams will chose a few of those questions and begin preliminary research. Even the most professional of journalists starts out with a multitude of story ideas, as research proceeds, there are a certain number of dead-ends. But finally the outlines of a story appear firm and strong. Following standard protocol, the story idea will be reviewed with the appropriate Miami Herald editor for approval. In the unlikely circumstance that the Herald is not interested in the story, The News Bureau will

utilize other sources through which to make public the story.

- At first the kids may be shy about coming to us with story ideas. It is the job of everybody related to the News Bureau to create an environment where ideas are free to emerge and can even be played with. If and when there is a clamor to hear News Bureau staff ideas, we will be happy to present some. Several have been presented on the first page of this proposal under the purpose statement. We will include a few more now:
 - What happens to one's sense of righteous and/or revenge after losing a friend in an armed conflict? We all saw what happened after 9/11. Young people all over the United States wanted to find a way to defend and honor their country. Now a great many young people, especially poor kids, have seen a friend come home injured or traumatized from our wars in Afghanistan and Iraq. So what happens in the quiet conversations between them now? What happens to one friend when another doesn't come home at all, and his picture is displayed on a local 'wall of heroes'? Young people love so deeply. Ideals are real. If they can no longer give themselves over to the most obvious avenue for 'honor'—how might their understanding of country, the 'enemy' and honor change?
 - What about a conversation with kids/teachers in the series of Indonesian madrasas that have begun work with a peace curriculum?
 - Which endings to books/film most upset or saddened you? How would you change them and why?
 - How has Miami shaped you?
 - Would any one of the teams like to interview a young woman in Miami of Haitian descent who felt it nothing less than a duty and honor to run track for a country she had never seen (Haiti) in a recent pre-Olympic qualification race in Niger.
 - Miami's News Bureau would also hope to work other Young People's News Bureau taking on themes of peace after apocalypse focusing on at what finally made peace possible in El Salvador, South Africa, Rwanda, Northern Ireland.
 - Finally, we might suggest a photography project. Perhaps we would suggest that several teams take a word like 'whisper' or 'footstep' and use it to tell a story in photographs.
- At this point each reporting team is working on a story, they are providing research for each other, suggesting questions that must be asked, deciding who the best people to ask are, even if some of those persons aren't the most obvious. Now the teams have other questions to answer? Do the video cameras come out? What would they gain or lose by filming an interview? All interviews are taped not only to verify facts, but to facilitate future radio work.
- As youth complete drafts of their stories, or work on other media presentations, staff will be available not only during scheduled sessions but via email for draft reviews and assistance as needed. Stories or other media presentations will be submitted to the Miami Herald or other appropriate venues for final edits and publication.
- Students will conduct an ongoing series of focus groups with community

members. Ideally, if News Bureau kids fall in love with a particular community issue, if they recognize it in the most profound sense as 'their issue', they can ask these community organizations to further direct their efforts both inside and outside of Miami's Young People's News Bureau.

- A series of speakers will be invited to talk with the students on topical issues.
- Students will be involved in both formal and informal leadership training as they become more involved in the project, knowledgeable of social justice issues, and understand the dynamics of leadership in the context of their reporting teams. Additionally there will be some opportunities for interested project participants to go to classrooms to share what they have learned – to teach.
- At least once a year the News Bureau will produce a story of international significance that will require international reporting. This may be accomplished with a partnership with another Youth News Bureau. This may require travel for the reporting team and chaperones.

7.) What are the feedback loops to the schools and the district? How are we going to market our project and the lessons learned?

Recognizing the importance of marketing both the idea of our project and the lessons learned, we will implement various strategies to both inform and engage teachers and administrators district wide.

- As we have described earlier in this proposal, the Director of Curriculum and Research will conduct a series of workshops and seminars regarding the News Bureau as a way into transformative literacy education. These workshops will be coordinated with the Language Arts Department chairs in each region within the district.
- We will provide lesson plans to teachers interested in utilizing News Bureau articles.
- Youth will participate in the design and creation of the project website. This website will be used to highlight student works, inform the public about the program, and be part of the feedback loop to the teachers who we anticipate will use either News Bureau stories or teaching methodology in their classrooms.
- It certainly seems that to see one's peers work on serious and often controversial topics being published, to watch as those stories are translated into social action initiatives, will serve to engage an increasingly wide circle of students, bringing home the potential of 'learning' in a fresh way.
- The News Bureau Director will focus a significant amount of energy cultivating relationships with School Board officials, attend School Board meetings, volunteer to participate in relevant committees and meet with Language Arts Department heads. We already have the enthusiastic support of a handful of school board members. Special Projects Director for Miami-Dade County Schools Lilia Garcia has heartily endorsed the project as well.
- If the Dade School District wishes it, we will happily produce accounts of work and research of particular interest to the District on a regular basis. News Bureau members will regularly attend School Board meetings to keep them informed of our progress. We will, on occasion, ask News Bureau students to speak at the school board meetings as well.

- We will create an advisory board with key leaders within the community which will include representatives from the Miami Dade County Public School System.
- Finally we must repeat, that in the current political climate of narrowing curriculum/ high stake testing, our responsibility is to make the strongest case we can for alternative, perhaps richer options. That may be all we can ask of the district at this point in time.

6. Evaluation and Anticipated Outcomes

An increasing wide circle of young people will come into their voices, and their leadership potential, turning towards society, rather than away from it. That is one of the things that we are confident will change. But just how will this and other program impacts be measured?

Framework:

While there are studies that indicate a link between community activism and academic achievement, there have been no intensive evaluations or verifiable results on projects such as ours. Enough educators, community activists and newspapers are interested in this project, that it seems essential to be able to offer some of those measures.

The conceptual framework for evaluating this project will use a new journalistic paradigm which is embedded in social justice and incorporates transformative literacy. Through this new journalistic/transformative literacy paradigm, we will evaluate the successes and/or weaknesses of the project over time using both statistical and ethnographic study. The results will be related to teacher and student outcomes (e.g., social action, literacy achievement, attitudinal and leadership development), stakeholder participation, community involvement, and the possibilities for system and policy change for sustainability of the new paradigm (Freire, 1970, Giroux, 2001; hooks, 1994; Kincheloe, 1991a; Merchant & Willis, 2001).

Guiding Questions:

- Have students developed any community involvement or social action initiatives on their own?
- Have students maintained relationships with students from other News Bureaus?
- Does involvement in this project impact attitudes changes around tolerance and global issues?
- Does involvement in this project advance critical thinking and practice?
- Do students feel able to make changes in society?
- Do students involved in this project read more newspapers?
- Does involvement in this project impact other participants' (e.g., pre-service teachers, community members) development of community partnerships or social action initiatives, attitudes about tolerance and global issues, relationships with people from other News Bureaus, or critical thinking and practice?

- What are the possibilities of using the new journalistic/transformational literacy paradigm in a new teacher education?

Methods:

- Evaluation will use mixed methods that are appropriate for the guiding questions of this longitudinal study.
 - Quantitative methods will involve recording quantities, demographic data, and providing statistical analyses relating the project to student and other participant outcomes. A statistical analysis program, such as SPSS, will be used.
 - Qualitative methods will give in-depth descriptions of the project, setting, participants, and context by doing content analyses (i.e., determining patterns and themes in the content) through the use of NVIVO or other qualitative software. Content analyses will provide insights into the attitude growth and perceptions of the participants.

Measures and Outcomes:

- We are investigating alternative methods of measurement to be created during the project. These assessments will involve both qualitative and quantitative measures. For example,
 - Quantitatively, we will measure the following outcomes:
 - Attitude changes, critical thinking and practice. We are investigating the availability of attitudinal surveys, observational checklists, and/or critical thinking measures that would appropriately measure changes per the questions of this study (e.g. community or social action, pre-service teacher-student-journalism intern sessions).
 - Community involvement and social action. We will keep a record of the number of times participants are involved in community or social action events and/or initiatives
 - Number of newspapers read and/or news stories written. We will keep records of the quantity of news stories they write, what they write about, as well as reading habits.
 - Number of times communities agencies or community members were called or called the News Bureaus requesting youth journalists
 - Number of pre-service teacher-student sessions. We will keep sign-in sheets for a record of times teachers and students get together to work on writing projects.
 - Drop out, retention, attendance, behavioral referrals, and recidivism rates of students. We will monitor these data.
 - Demographics of students (and other participants). The data will be entered into a database for statistical analysis relating teacher and student outcomes to race, ethnicity, gender, risk factors (e.g., educational labels, SES, family mobility), and cultural factors.

- Records of high-stakes testing scores related to writing.
- By the end of the three years, we will count the number of youth News Bureau models that have been initiated in the Southeast. We will also evaluate communications about this program via a website, newsletter, and publication once a year that will circulate within the school district.
- Qualitative measures will be developed for the project. We are in the process of investigating methods for looking at outcomes that are appropriately measured through qualitative methods for the questions of this study. For example, teacher and student attitudes, critical thinking, and practices could be measured with the following qualitative measures:
 - Content analysis using NVIVO or other qualitative analysis software. Videotaped pre-service teacher-student-journalism intern sessions, and focus group or individual interviews, and autobiographical or reflective writing about experiences during the project will be transcribed and the content analyzed for themes related to their attitudes, practices, and critical thinking about tolerance and global issues.
 - Rubrics (e.g., "Six Traits of Writing") will be developed and used to assess writing process achievement holistically as it relates to the Florida Sunshine State Standards and the Florida high-stakes (i.e., FCAT) writing test.
- Subsidiary questions that address the participatory nature of the project and can be assessed with various of the previous mentioned methods are:
 - How do teachers implement and integrate the alternative paradigm into the classroom over time?
 - How are student educational outcomes related to teacher practices over time?
 - How does stakeholder participation and buy in to the alternative paradigm affect the outcomes and how does participation change over time?
- Questions relating to systemic change are:
 - What are the windows of opportunity for developing an alternative paradigm in the current educational climate?
 - What are the possibilities for system and policy change in literacy education?

7. Sustainability

To date we have been awarded \$5000 from The Bay and Paul Foundation in New York, \$2,500 from the Admire Foundation here in Miami, as well as a \$24,000 dollar grant from Miami's Kennedy Foundation to cover the Project Director's salary for the initial six month development period of the News Bureau.

We have a grant application pending with the Dade Community Foundation, although those awarded are seldom more than \$7500 each. Miami Herald managing editor, Lisa Gross, has promised our Miami Young People's News Bureau that if we can get the Bureau up and running, she will herself go to Alberto Ibarguen, the recently appointed director of the Knight Foundation to ask for funds. We are also in conversations with The Children's Trust and numerous private foundations in the South Florida region.

Several of Miami's Youth News Bureau key partners and stakeholders are committed to the project's longevity. Specifically The Miami Herald has committed to initiating and maintaining weekly articles that will give voice to a range of Miami's young people, especially the underserved. The Center for Urban and Innovative Education at Florida International University has likewise committed to regularly disseminate information about the program and youth articles in their newsletter and web-site. WLRN, the public access television station run in partnership with Miami Dade County Public Schools has expressed interest in producing a televised news program series designed by the kids. Shake-a-Leg has committed to a radio project designed and programmed by these students as well as allowing us to use their media lab perhaps twice a week and more if necessary at no cost to our program. TROY Community Academy has offered to house our administrative staff and has agreed to provide ongoing in-kind support including administrative assistance, data collection assistance and other vital functions necessary to run an effective program.

Currently we are working with representatives of the school system to pursue potential avenues of funding, including Title 1 funds under the NCLB Act and locally awarded Community Education Support Funds that would fund specific aspects of the News Bureau effort. Although several school board members are extremely excited about this project, although Special Projects Director for Miami-Dade County Schools Lilia Garcia has endorsed the project, although various schools have guaranteed us space in their buildings, we have yet to have an institutional district-wide Imprimatur. Rather a series of individuals in positions of power have described this as an opportunity they did not want their students to miss. In the current political climate of narrowing curriculum/ high stake testing, our responsibility is to make the strongest case we can for alternative, perhaps richer options. That may be all we can ask of the district at this point in time.

Kellogg grant would give us time to further develop relationships with other funding sources as we create a solid, worthwhile program. Funding from Kellogg will likely help us leverage other grants as well. A few organizations, including the Surdna Foundation have already expressed a 'wait and see' attitude concerning future support for The News Bureau once we are up and running.

We are very mindful of the need to plan for the long term existence of the News Bureau. Not only will the Young People's New Bureau Director devote time and energy to find additional resources for the project, but two experienced grant writers have committed to assisting her in her efforts to obtain both private and public funding for this important endeavor. As new funding sources are developed, the News Bureau would continue to grow, travel with the students, sponsor students and teachers to attend state, national

and international conferences et al and therefore attract even more attention and more opportunities to obtain funding from diverse sources.

8. Target Geographic Area:

We intend to focus on Miami-Dade County, Florida. It is obvious that this county has unique potential and problems. Miami is known as the capital of the Americas, as the model for the U.S. city of the next era; it is also among the poorest cities in the States, its schools have some of the highest drop-out rates in the country. The current crisis of the Miami Dade School system brings with it an opportunity for innovation. The News Bureau model, with its emphasis on community development and social action, on engaging the disenfranchised, on bringing together kids from widely divergent backgrounds, seems particularly well suited to Miami's needs.

9. Target Beneficiary:

We will be working with 110 students directly each year, however we anticipate that The Young People's News Bureau will indirectly influence the education and attitudes of many thousands more students and community members each year.

Budget for Proposed "Miami Youth News Bureau"

Budget Category	Budget Narrative/Description				Amount
Staff					
	Position	Salary or hourly wage	Benefits (18%)	Description	
	News Bureau Director	\$48,000.	8,460.00	Full-time	56,460.00
	Project Assistant	\$31,200.	5,616.00	Full-time	36,816.00
	Director of Multi-media Presentation	\$35 @ hr.	3,024.00	10 hours per week 48 weeks per year	19,824.00
	Director of Curriculum Research	\$35 @ hr.	2,116.80	7 hours per week 48 weeks per year Additional time required will be an in-kind match	13,876.80
Office Expenses					
General Office and program supplies	General office supplies (paper, pens, pencils, markers, flip charts, staples, notebooks, etc...) Program supplies (tapes, blank DVDs, presentation supplies, notepads, etc...)				3,000.00
Educational materials	Books, trade journals, other written publications for research and reference for youth				1,000.00
Telephone (office) and Cell phones for youth reporters	For office related activities we will use the phones at TROY Community Academy at no cost. We anticipate that we would like to have cell phone service for 10 cell phones to be used by each team of youth reporters to be used in their investigations. We anticipate that this will cost approximately \$500. per month, based on our research of available service plans.				6,000.00
Copy costs	We will use existing copier equipment at TROY Community Academy, the "Shake a Leg" site, and the other school sites for most of our copy needs.				1,000.00
Equipment					
Twenty micro-cassette recorders	For use by youth during interviews (\$39.99 @)				800.00
Fifteen cell phones	Although we anticipate using only ten cell phones at a time, we have budgeted for additional phones because we anticipate a certain amount of loss or breakage. Each phone will be approximately \$80.00.				1,200.00
Four digital cameras	Four cameras at \$130.00 @				520.00
Travel					

Local transportation costs	Costs of periodic van or bus rentals, bus /metro-rail tokens	9,240.00
Local, national, or international	At this point we cannot predict where our investigations of relevant stories will require travel but it is anticipated that it may be necessary for small teams of youth reporters and one or two staff persons to travel to other areas of the country or even somewhere outside the United States. To give an example from other, extant News Bureaus, after considerable research Indianapolis' Y-Press decided to report from Arizona on the "tunnel kids" living in Nogales, as well as on children living on the streets in Bahia, Brazil. We can easily imagine travel to the New Orleans to investigate the post Hurricane Katrina state of the high-school marching bands that represent the core of various communities as well as ground zero for immersion into New Orleans' musical legacy. We can imagine a visit to another Student News Bureau program in San Salvador, El Salvador to talk about how peace became possible after the civil war and the impact street gangs may be having on that peace. We are also requesting a large amount of funds in this category because we want the ability to pursue stories relevant to Miami-Dade County although they may not be happening here –stories out of Haiti for example. Additionally these funds will be used for teams of youth to attend competitions or youth conferences.	25,000.00
Evaluation		
Annual evaluation of the project's main purposes:	<p>Please see the "Evaluation" section of this proposal for detailed information.</p> <p>In partnership with the Center for Urban and Innovative Education, Florida International University, we will ask the following questions:</p> <ol style="list-style-type: none"> 1. Did the program have a positive impact on student participants? 2. Have we succeeded in getting young people's voices concerning what is going on in Miami Dade County, the United States, and the world into mainstream newspapers and other media outlets? 3. Has newspaper readership among young people increased as a result of young people's voices being part of the news reporting process? 4. Have we made progress in the development of teaching methods, styles, and materials based on youth-written materials that recognize an "oral" rather than "literary" literacy foundation? 5. What has been the impact on teachers who have been trained in or utilize the developed educational literacy (writing) paradigm in their classrooms? 6. Have we demonstrated that youth can better succeed in standardized achievement test taking if they are engaged in meaningful and applied literacy based activities, specifically the 	<p>In-kind</p> <p>Although FIU typically charges between 15% - 20% of the total grant amount to evaluate a project such as this (approximately \$33,000 per year),our partnership with Dr. Kossack, Sr. Fellow at the Center for Urban and Innovative Education and doctoral candidate Debra Pane will provide this service in-kind.</p>

	journalistic process.	
Communications		
	We propose to develop and disseminate project materials including lesson plans, overall curriculum instructional materials, DVD productions, and other project planning and implementation documents based on our experiences with the proposed project.	1,000.00
	Consulting fees for speakers such as Dr. Greg Bowe and others, honorarium	4,000.00
Policy	We envision our project to be an evolutionary process that begins with the implementation and ongoing operation of the Student News Bureau itself progressing to ever greater inclusion of young people's voices in mainstream newspapers, radio, and local television; the eventual development of teaching methods and materials that bridge the gap between populations of youth of varying economic and social advantage, continues to grow to include not only training for teachers but parents and members of the community as well. We anticipate working with focus groups of youth, teachers, parents, and other stakeholders in our community, including those involved in mainstream newspaper, radio, or local television to begin to identify psychological and administrative barriers to the inclusion of young people's voices/perspectives in local newspapers. Each of the above issues involves analyzing existing policies regarding education, especially as it relates to the current political pressures to achieve on standardized tests, the importance attributed to young people's perspectives and observations, and the need to include youth "inside" the system in order to encourage the development of active, informed citizens of the world. Within this lump sum of money we are including the costs of hosting such groups, including invitation production, postage, catering by TEEN CUISINE (a TROY program) and conference supplies.	2500.00
Technology		
Two video cameras	For use in the interview and documentation process. \$410. @.	\$820.00
Two laptop computers	Two Apple G4 PowerBooks. These will be used by staff and youth in each of the sites to write articles, create videos, to do "Podcasts", and many other things. Research will be conducted using computer equipment located at each site at no cost to this grant but provided as "match" by each of the schools participating in this project. (\$2,000 @)	\$4,000.00
Software	Two copies of "Final Cut Studio" – for real-time video and audio production (\$1,299. @)	\$2,598.00
	Two copies of "Aperture" – Professional digital photography production (\$499. @)	\$998.00
	"Microsoft Office for Mac- Professional Edition" (\$332.29 @)	\$664.58

	Miscellaneous	\$500.00
Food	Youth participating in the program will be staying after school at least once a week and attending Saturday workshops. Although not all youth will be attending for complete days on Saturday, some of them will and therefore we would like to feed them at a cost of \$4. @ lunch and \$1.50 per snack. Lunches will be provided by TEEN CUISINE, the student-run restaurant/catering business that is a part of the TROY Community Academy.	\$3,840.00
Administrative Expenses		
Background screening for staff and volunteers.	We are required by law to do a Level Two background screening on all staff and volunteers. We will do this through the Florida Department of Law Enforcement/Department of Juvenile Justice (\$32. @)	\$480.00
Indirect administrative expenses	5% of total project budget to cover preparation of payrolls, human resources, accounting, costs of financial statements, and insurance.	\$9500.00
	Total for one year period	\$205,637.38
	Total for three year grant period	\$616,912.00
	Funds raised to date towards project implementation	
	Approximate value of Match over three year grant period ¹	\$320,000.00
	Total cost of program over three year grant period including value of match	\$936,912.00
	Total amount requested	\$579,412.14

¹ Please note that we have not included the value of the in-kind matches in our overall budget. Match will consist of the value of the use of the media lab at Shake-a-Leg (\$80 @ hour); value of evaluation (calculated at a rate of 17.5% of the grant value that is the median of what FIU normally charges for a total cost of approximately \$99,000 over the course of the grant period), value of classroom and office space provided for program (\$80,000 over the course of grant period), value of the space within the Miami Herald (approximately \$40,000 annually for a total value of \$120,000.)

Appendix 1:

Teacher Activities: Pre-service teachers will

- observe and work alongside News Bureau Director Hanly, in learning how to begin looking at how journalism and literacy fit hand-in-hand. These pre-service teachers, who attend FIU's teacher education program, are well-versed in the strategies and lesson plan development which co-exists with the FCAT high-stakes accountability. Their previous field experiences have solidified their coursework. This new experience will allow them to visualize a new paradigm for journalism-literacy learning in action. This paradigm will introduce transformative literacy through problem-posing, decision-making, research, writing, and publishing about topics of interest and importance to the students involved. By learning how to begin with the students' sociocultural needs and interests, the pre-service teachers have only just begun to enter the new paradigm. Second, when Hanly off working with other schools, the pre-service teachers will continue where Hanly left off guiding the students through the writing process including audio, visual, and community hands-on interactions. Teachers, in a sense, become mentors and by doing so, learn how to teach and learn together with students and the community in the new paradigm. Pre-service teachers will become actively involved with the young journalists in decision-making, reporting various stories, approaching various social justice and community organization with their own ideas and discussing what they think, have learned, and suggest from their journalistic experiences.
- The project paradigm will allow pre-service teachers to become serious about unsilencing their own voices as well as those of their students. The pre-service teachers will accompany teams of students while they report at conferences, workshops, news bureaus, and other youth media project programs about their research and writing about real world issues they want to tackle.
- Attend workshops and seminars given by FIU and/or other members of this project's staff (e.g., Debbie Pane, Elizabeth Hanly, Dr. Bowe). These workshops will include various facets for their professional development. For example, Pane and Hanly will provide background knowledge on the histories of News Bureaus, journalism, transformative literacy education, and so on. The purpose of these workshops is to close gaps between theory and practice for the pre-service teachers. Dr. Bowe will give seminars periodically about his experiences in higher education, working

with Dr. Moses at the Urban Center, and his 5 student/ 1 professor paradigm.

- Attend focus group interviews. These focus groups will begin as needs-assessment discussion wherein the researcher and Hanly will listen to what pre-teachers think is happening and should happen in the teaching world. From there, subsequent focus groups will be participatory working discussions for preparing future materials (e.g., curriculum development)
- Create materials. Pre-service teachers who are interested will be invited to become involved creating any materials which come out of the working focus groups during the project.
- Look at the young people's work with several purposes in mind. First, they will learn how to assess students' writing holistically. Transformative literacy is holistic in that writing, reading, speaking, and listening are inclusive of one another. Writing is the focus of this project, but reading, speaking, and listening are inadvertently part of the writing process. This is what pre-service teachers will learn in this project. This is what will affect their teaching without question. When they see how these facets are inseparable, then they will jump on board this paradigm and never return to the FCAT simulations that dominate the classes and deter the students right now. Second, they will be involved in looking at the writing to help select articles to be published in The Herald. These same articles will make their way onto its web-page and radio program. This is real world transformative literacy – when you see what you do changing the world around you. This is what teachers and students miss.
- Meet with young people and News Bureau staff one afternoon per week and on Saturdays at Shake-a-Leg (alternative education center). Here they will work with student mentors and new students to the program following year's crop of young journalists at Shake-a-Leg. The activities at Shake-a-Leg will take place on Saturdays. This is where the teams of journalists will be actively producing such innovative products as "podcasts"
- Work with News Bureau staff to become groomed as teachers who will work with the journalist/transformational News Bureau model.
- Attend local, state, and national conferences to report the results of their participation in the program with selected students and teachers are sponsored to attend. Their attendance at conferences will allow them to learn how to prepare PowerPoint and other visual types of presentations, the importance of dissemination to the public what has been learned in their professional development.
- Work with selected students to publish and broadcast in various media the results of their participation in the project. This activity is similar to disseminating what was learned at a conference. It is the jest of the entire project, but goes beyond simply publishing a piece of journalism. It solidifies the importance of what was done to the public sphere, the meeting place of a participatory democracy. This is citizens' work.
- Attend quarterly workshops for local community organizations held by The

News Bureau. At these workshops, they will assist in helping to gain interest from community factions to work with youth media in a variety of ways. These links will add to the circuit to be created with various newspapers in other cities and countries interested in working with and/or reprinting the work of Miami's Youth News Bureaus.

- Become more involved in using the resources of the local newspapers to motivate student academic achievement . The Miami Herald has a "Newspapers in Education" (NIE) program in existence. By pre-service teachers and students from the News Bureaus getting involved with NIE, the collaborative missing link (youth) in media will be rejuvenated. When Miami Herald works closely with News Bureaus, youth will see meaning in the real world of reporting, researching, and teaming together to look at issues nationally and internationally that affect them and their communities. Democracy will be revived with this and other community efforts during this project which is concerned with social justice.
- Take internship or elective seminars to learn about alternative curriculum development throughout the entire project, relating News Bureau activities to FCAT activities, alternative assessments, journalism and transformative literacy, youth media, popular culture, and so on.

