

Add Attachment 2

First 10 Sessions, Weeks 1 thru 10: "Enhanced Education through the Co-opetition Model"

This program to be facilitated and implemented by the YU President and the Curriculum Director. Modular sessions are held in school, during the school day. Each session is one hour long, with up to 7 modular sessions a day. Modules may be held for two sessions, depending on the subject matter.

Module 1: Program introduction

- Explain the rules
- Set the expectations
- Conduct initial surveys

Module 2/3: Know yourself.

- Define and know your strengths

Module 1: Introduction to A Better You.

- Use what you have, to get where you want to go in life

Module 4/5: The power of the group.

- Finding the strength and weaknesses in your friends and peers.
- Working together to make everyone better.

Module 6/7: Great Teaching/Great learning.

- Finding the (fearless) teachers that inspire, motivate and drive you, to be the best you.
- What to do when you have problems with a teacher

Module 8/9: Role Models and Mentors.

- Look to those you know outside the school, to show you the way.

Module 10: You can't sell drugs if you don't know math.

- The importance of math in your Life, (also History, language, science, and art)

Second 10 Sessions, Weeks 11 thru 20:

Who do you want to work for; Being an entrepreneur or working a job

Module 11: For those that want to be entrepreneurs.

- What you will need (and don't need) to do go forward

Module 12: Need a job?

- Choosing a career

Module 13: I need some money.

- Funding your dream or your career

Module 14: Location, Location, Location.

- Whether starting a business or career, where you start and finish is important

Module 15: Researching YOUR business.

- Know what you're getting into

Module 16: Know what I mean? Nope.

- What we have here is a failure to communicate. You must translate YOU

Module 17: (Consultants/Volunteers from Dress for Success, Men's Warehouse)

- Getting yourself ready for your presentation

Module 18: (Guest Speakers, Professional athletes, Dentist, Lawyers and more)

Module 19: Building your own business. Building a (Snow Cone) Business

Module 20: Graphic Arts, Animation and Apps. (Collaboration with Former Vice President of Motown Marketing, on starting a business from your own home)

Third 10 Sessions, Weeks 21 thru 30: Healthy Living

Facilitated by the Healthy Lifestyles Director (in collaboration with AISD and Dr. Jeames)

Module 21: Are you healthy? Assessment of self

Module 22: The importance of food

Module 23: Exercise, what kind and how

Module 24/25: Illness, what is it and how do you deal with it

Module 26: Know the body. Identifying illness/sickness in your family

Module 27: The world we live in. Living in a healthy environment

Module 28/29: Growing your own food. Starting hydroponic and community gardens

Module 30: Course Ending Surveys and Program evaluations

Summer Leadership Program

The current strategy of the LBJ H S Summer Leadership Institute will be to empower students to improve their lives with tools to build self-esteem, confidence, leadership, positive peer relationships and incorporation of team building through innovative activities.

LBJ H S Summer Leadership Institute students (10th and 11th graders from LBJ High School in AISD) will be provided with incentives (stipends) as directed by federal guidelines for educational and career summer programs. These daily activities should consist of six (6) hours of instruction and/or educative activities including entrepreneurship, when applicable.

Outline of the summer leadership experience --

- LBJ H S Summer Leadership Institute (25 students in a 3 week, non-residential program)
- Timeframe: July 2017

WEEK 1

- Day 1 – LBJ H S Summer Leadership Institute orientation coordinated by LBJ H S Admin/Rather Prize partnership; held at LBJ H S in Austin. Overview of summer program and paperwork completed by students to ascertain personal goals and desires for their participation. Forms completed for students to receive stipends. Welcome by LBJ H S, Rather Prize personnel, and Youth Unlimited. (Parent Day)
- Day 2 – What is education?

Students will receive information about college entrance requirements and admission. Session conducted by reps from Texas AHEC. Students to begin writing cover letters and resume building. Session also involves students receiving journals and other materials.

- Day 3 – Who are you?

Focus group sessions conducted by reps of Communities in Schools (CIS). Participants will take part in interactive circle conversations, develop critical thinking skills through group analyses, and engage in activities that help them to ascertain their own personal values.

Other activities will include journal writing exercises and lessons on use of social media and ethics.

- Day 4 – What is a Goal?

Lessons conducted and coordinated by Youth Unlimited. Greeting by Richard Franklin and accompanying partners. Overview of methods and strategies to develop goals and aspirations, and requirements to conduct a business plan. Discussions of careers in Community Health Education, Entrepreneurship, and Project Management. Students provided with special project ideas to be completed during the summer experience. Lecture from business owner.

- Day 5 – Goal Setting continued with information about various business ventures such youth led efforts (snow cones, online computer businesses) that lead to expanded collaboration. Examples include Facebook, Amazon, Google; participants will take part in a hands-on, shaved ice vending work program, and meet with business and community leaders during a networking event. Possibility of lecture by reps from Capitol Factory.

- Day 6 – ACC visit; tour of campus facilities and programs. Students to also learn about dual-credit process. Visit also encompasses workshops with Workforce Solutions; resume and interview skills.
- Day 7 – Entrepreneurship and Education

Students will extend their entry into lessons on business ventures by developing their own business plan; including cost of start-up and overhead for employees and/or partners. Students will receive an overview and tour of Capitol Factory offices and locations in downtown Austin.

WEEK 2

- Day 8 - Huston-Tillotson University campus orientation conducted by Admissions/W.E.B. Dubois Scholars. Campus tour of campus center, Health Center, strategic buildings in addition to meeting key faculty and staff. Admission process explained and financial aid packages provided. Students should complete applications and receive info about SAT/ACT testing dates. LBJ H S IDP surveys administered. School of Natural Sciences at Huston-Tillotson; orientation of Kinesiology majors and its connection to health care careers. Tour and demonstrations at campus lab about use of computers to assist in physical therapy, athletic training, and occupational therapy. Afternoon will be used to work on special projects.
- Day 9 – What is respect?

Student activities will involve usage of historical references such as Civil Rights Movement. Students to learn principles of non-violent protest and civil disobedience for expanded learning of how to gain respect. Participants will be responsible for research on key figures, activities and events of social action. Collaboration from local groups such as UT Social Action and Public Policy unit.

Students to begin off campus work for entrepreneurship concept.

- Day 10 – Day 10 – UT campus trip; coordinated by Freshman Research Initiative (FRI). Students to get overview of university research methods and how to conduct research in lab facilities.

WEEK 3

- Day 11 – Budgeting and financial literacy

Student activities will focus on setting up accounts and budgeting. Students will practice mathematics skills and accounts payable. Guest speaker will be from a local financial institution.

- Day 12 – Students to present entrepreneurship idea/program graduation
- Day 13 – Off campus trip to Rice University
- Day 14 – Program evaluation and portfolio reflection for upcoming school year

***Students will be housed on campus at LBJ High School.

*** Special project concepts for students could involve conducting investigations about community health education, business ventures, and/or engineering as it relates to a personal preference. Final projects could be in the form of poster presentation, power point presentation, research paper or panel discussion.

The breakdown of course instruction and curriculum taught will be determined by faculty involvement, facility usage and undergraduate student availability. This would also provide an opportunity for college level students to acquire community service learning hours through supervision and mentoring.