

**Beating the Odds in the South Bronx: Strengthening Our Youth
through Community-Based Organization Sponsored
Extracurricular Activities**

A Proposal for



Young Urban Christians & Artists

Executive Summary

Many adolescents and young adults in the South Bronx today face desperate social and economic conditions that include poverty and the failure of the urban school system. These youth who are overwhelmingly black and Latino, live in what is still today one of the poorest counties in the country. Along with low socioeconomic status, the lack of positive motivating factors arising from family, community or school, contribute to the high dropout rates and low entrance into higher education that result in low levels of employment and severely limit the options for youth to embark on productive and fulfilling lives.

Research has show that extracurricular activities, and particularly those activities that provide a multifaceted approach to youth development, give youth needed structure. Community-based organization youth programs that mentor, educate and provide guidance that is lacking at home or school, foster the development of youth who then demonstrate increased school engagement and attendance, and better academic performance. Participation in extracurricular activities has been shown to be highly instrumental in cultivating youth who have respect for their community and higher aspirations for the future.

Young Urban Christians and Artists (YUCA), is a non-profit community-based organization in the Morrisania section of the South Bronx that has been providing structure and guidance to youth since 2004. YUCA offers a six-month certificate program that teaches adolescents and young adults graphic arts and computer technology instruction to empower youth for higher education options and to teach skills for the employment marketplace. YUCA's structured yet creative program exposes youth to knowledgeable and supportive mentors, a motivating curriculum that teaches practical skills, and collaborative interaction with peers.

In its two years of existence, YUCA has granted certificates to youth who have gone on to college or obtained employment in the graphics arts field. Class sizes have grown and computer equipment have deteriorated from age and use, and if YUCA is to remain a positive and motivating force in the community, we must make an investment into new computer equipment. This proposal requests \$30,000.00 to purchase new computer equipment that will enable YUCA to continue to mentor and support youth in a way that fosters their educational, vocational and psychological well being in the face of challenging social and economic conditions.

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Situation: Youth in the South Bronx Today

Many youth and young adults in the South Bronx still today face desperate social and economic conditions. According to the American Community Survey division of the Census Bureau's 2004 data, 28 percent of families live below the poverty level in the Bronx. Of that percentage, 50.8 percent of these families have children under 18 that are headed by a single female. 43.1 percent of all children in the South Bronx live below the poverty level. (2004 American Community Survey)

The demographic makeup of the South Bronx is 35.4 percent black and 51.9 percent Hispanic. (2004 American Community Survey) Issues of poverty and race are inextricably linked, and these youth who are largely black and Hispanic face conditions in the South Bronx that include poverty, educational system failures, as well as environmental conditions that cause health hazards. These conditions combine to affect the ability of teenagers and young adults to do well in school, to stay in school and to ultimately secure employment.

Urban schools fail low-income students with more egregious consequences now than in the early twentieth century. Low-income individuals need a college degree to find decent employment, yet only 7 percent obtain a bachelors degree by age twenty-six. (Berliner 6) In addition, compared with suburban schools, urban schools and particularly schools in the South Bronx are faced with higher rates of teacher turnover, lower rates of per-pupil expenditure, less experienced or less qualified teachers, and less challenging curricula. (Paul) At present, high school dropout rates appear greatest for Latino males at around 50 percent, and a mere 25 percent of black males go to college (Paul)

All of these factors combine to affect the mental health and well being of youth in the South Bronx. For example, individuals with the lowest income levels are two to six times more likely to experience serious emotional distress than those with the highest incomes. Among racial and ethnic groups, the Bronx's rate of emotional distress at 13 percent for Hispanic New Yorkers is the highest reported level in New York. (Health Disparities 12) A child's impaired state of mental health ultimately affects his receptivity to learning.

Background: How Did We Get Here?

Nearly half a million people had lived in the South Bronx in its heyday, and as recently as the 1950s, the Grand Concourse, the area's signature boulevard, was a showplace of elegant residential buildings with spacious apartments. (Grogan 23) But it was also in the 50s when suburbanization reached a high point and, along with the expressways that carved up the landscape, contributed to the decline of the South Bronx. The diversion of affluent and middle-class shoppers to the new suburban shopping centers forced stores in downtowns and along the main commercial boulevards to close their doors or go down-market. As the population became increasingly poor, aided by the influx of immigrants, apartments became overcrowded and neglected, and crime and delinquency increased. Buildings began to burn in 1967 and buildings burned for a decade longer. Fires were set by arsonists encouraged by private insurance and government policies that allowed profit from the ashes. More than 300,000 people fled, leaving shells of neighborhoods behind. By the mid 70s, drugs flooded the area, and with the drugs came higher rates and more violent types of crime. Many city services taken for granted elsewhere in New York such as police protection, garbage collection and some semblance of civil order, could not be predicted with certainty in many sections of the South Bronx. (Grogan 25-33)

In 1973 Robert Moses proposed demolishing the South Bronx, which he deemed "unrepairable." Ignored by city government, the working class people who remained in the community formed grass-roots organizations, such as the Banana Kelly Community Improvement Association and the Mid-Bronx Desperadoes Community Housing Corporation, with the goal of rebuilding their neighborhoods. (Hoffman 16) These non-profits not only helped to rebuild housing, they also supported the educational, vocational and environmental well being of community residents and came to serve as models for community based organizations throughout the country. It is in this continuing spirit of community support that YUCA addresses the needs of the youth of the South Bronx.

The Importance of Youth Extracurricular Activity

Research has shown that neighborhood resources, opportunities, and social conditions such as poverty affect youth behavior. The neighborhood influences problem behaviors in that it may provide the opportunity for problems to express themselves. Lower and middle income youth do not differ in the age of initiation of problem behaviors but rather, differ in the persistence of those behaviors. Additionally, low-income youth lack future life opportunities and therefore engage in high-risk behaviors. (Leffert 221)

Young peoples' self-perceptions, values, and skills are influenced by their relationships and the contextual constraints or opportunities available to them. (Leffert 227) Along with family, peers, and school, the organized extracurricular activities in which some youth participate are important in their emotional, social, and civic development. Educational and developmentally supportive experiences as offered to young people in the context of community-based programs have been found to be a potent source of resources that increase the probability of positive development among youth. In studies, time spent in youth programs appeared to have the most pervasive influence in being a predictor of positive outcomes. Good youth programs provide young people with access to caring adults and responsible peers, as well as skill-building activities that can reinforce the values that are associated with doing well in school and ultimately, the workplace. (Lerner, X)

Certain types of extracurricular activities have been shown to promote educational improvement that can be noted in heightened school engagement and attendance, better academic performance and interpersonal competence, and higher aspirations for the future. This improvement is measured by lower rates of school failure and dropout, higher rates of postsecondary school education, and better school achievement by youth who participate in extracurricular activities. A direct correlation has been made between these education gains and youth participation in organized extracurricular activity. (Lerner 7)

Additionally, participation in organized activities is associated with reduced problem behaviors across adolescence and into young adulthood. Youth participation is related to low rates of delinquency, reduced likelihood of developing problems with alcohol and drugs, aggression, antisocial behavior, and crime, or becoming a teenage parent. Also, youths experience lower levels of negative emotions such as depressed mood and anxiety when involved in structured extracurricular activity. (Lerner 7)

The structure of youth programs are more successful when: (a) they offer substantive, authentic activities that are intrinsically motivating and that foster sustained engagement; (b) they offer sustained relationships with a knowledgeable and emotionally supportive staff; and (c) they afford opportunities for positive and supportive relationships with peers. (Garner 170) YUCA's program in graphic arts instruction and design motivates youth through a structured yet creative learning experience that supports youth socially, academically and vocationally.

The YUCA Certificate Program

YUCA was started in 2004 when William Acevedo, a South Bronx native, responded to the need for youth to have organized activity in their lives that promotes increased self esteem and contributes to the substance and value of their school experience. Acevedo saw that youth also needed mentoring in a way that gives them skills that would allow them to apply successfully to advanced education or compete in the employment marketplace. Acevedo holds an M.S. in design from Pratt Institute and has more than twenty-five years experience in the printing production, advertising and publishing industries. Along with Rik Lopez, a graduate of the YUCA program and presently a junior level student at the School of Visual Arts, Acevedo creates the curriculum and instructs students in a design, illustration and graphic arts applied study that is based on current graphic arts industry practice and trends. Additionally, guest lecturers who work in the design and graphics arts industry speak to YUCA students on the merits of and opportunities offered by a design education. YUCA is administratively supported by Brenda Hernandez-Acevedo. Acevedo, Lopez, and Hernandez-Acevedo work as volunteers for YUCA, and to date, have received no financial compensation.

YUCA offers a six month certificate-based education program that incorporates traditional graphic design theory with modern computer graphics technology. The classes are held in space donated by the Harvest Fields Community Church on Saturdays and Sundays for two hours each day. Students can attend either or both days. The curriculum combines typography, drawing and comprehensive communication design modalities with an emphasis on teaching computer competency from basic to advanced skill levels. Limited supplies and resources restricted YUCA's first few class meetings to lectures on graphic design technique. Through private donations, YUCA obtained materials for instruction in illustration and design. By the end of 2004, YUCA had secured six Apple computers and accompanying software from donations by Proctor and Gamble and Earl Graves Publishing Company. Students then were empowered to become productive in earnest as they created their projects and portfolios, in addition to collaborating on the brochures and marketing materials for YUCA.

YUCA is a young organization and we are presently working to increase our infrastructure while we service youth in the community. To assist in capacity building, YUCA has been awarded a grant of \$5,000.00 from the Latino Pastoral Action Center, Inc. (LPAC) and entrance into their one-year

Holistic Ministry Capacity Building program. LPAC will guide YUCA in our efforts to further strengthen organizational infrastructure that will allow us to service a larger base in the community.

Certificate Program Evaluation and Assessment

Performance based projects are used by instructors Acevedo and Lopez to evaluate student progress in the six-month program. Students are admitted on a rolling basis and their admittance date determines their scheduled assignment progression. Three assignments and a final portfolio review are assessed to determine student grades. The portfolio is stressed at each assignment stage to continuously prepare students for the portfolio review and to convey the importance of the portfolio to the employment or art school/university selection process. At each assignment phase, Acevedo and Lopez evaluate students on how well they have internalized specific design software applications, as well as their grasp and application of fundamental graphic design concepts. Additionally, assignments are openly critiqued by peers in the class.

The outline below shows the grading of the certificate evaluation, the curriculum, and the assignment timeline, which includes the software applications practiced and the design concepts taught.

Evaluation:

- Each of three projects: 15 percent
- Portfolio review: 45 percent
- Degree that student surpasses task requirements: 10 percent

Assignment 1, Months 1-2:

A corporate identity logo redesign that is consistent with the chosen company's brand strategies and marketing. Students must demonstrate competency in:

- Adobe Illustrator
- Basic graphic design and illustration concepts

Assignment 2, Months 3-4:

Design and produce a four-page newsletter, complete with photographs/illustration and text. Students must demonstrate competency in:

- QuarkXPress
- Adobe Photoshop
- Typesetting and pre-press production procedures

Assignment 3, Months 5-6:

Design a complete business system identity, consisting of corporate logo, business card, letterhead, envelopes, two web banner ads and brochure.

- Students demonstrate competency in all previously instructed design principles and software applications

Portfolio Review

- Student cumulative work review performed by YUCA instructors
- Work with a grade of B or better receives YUCA certification
- Substandard work requires student resubmission

Successes

In the two years since instruction began at YUCA, our successes are:

- 22 students have attended the program
- 15 students are currently enrolled in the program
- 7 students have completed the program and have been granted certificates
 - 2 have enrolled in advanced degree graphic design or art instruction programs
 - 2 have found employment in graphic design/printmaking or printing industries

YUCA is requesting funding of \$30,000.00 for the purchase of computers, software and computer equipment. With the funding, YUCA will be able to continue to operate and offer students investigation and study in current graphic arts and computer technology practices and also service a larger base in the community.

YUCA Project Budget**YUCA Project Budget (Narrative Follows)**

	Mfg Part No.	Unit Cost	Units	Total Cost	Amount Raised	Balance Needed
Expenses						
<i>Executive/Program Director</i>						
				20000	20000	0
<i>Secretarial</i>						
				750	750	0
<i>Instructor</i>						
				10000	10000	0
<i>Teacher's Assistant</i>						
				1030	1030	0
<i>Consultants</i>						
				2500	2500	0
				34280	34280	0
Subtotal Expenses						
Computer Lab Purchases						
Hardware						
Apple Power Mac G5	M9590LL/A	1999.00	6	11994.00	0	11994.00
Apple Cinema Display 20"	M9177LL/A	759.00	6	4554.00	0	4554.00
Wacom Graphire4 6x8 USB Drawing Tablet	CTE640B	166.48	1	166.48	0	166.48
HP ScanJet 5590 Digital Flatbed Scanner	L1910A#B1H	299.00	1	299.00	0	299.00
						17013.48
Subtotal Hardware						
Software						
QuarkXPress	#119700	762.99	6	4577.94	0	4577.94
Adobe Photoshop	#13102124	529.90	6	3179.40	0	3179.40
Adobe Illustrator CS2	#16001500	513.99	6	3083.94	0	3083.94
				10841.28	0	10841.28
Subtotal Software						
Computer Lab Equipment						
Tables: Adjustable Height Computer Workstation 30" W x 36" D	E10047	199.00	6	1194.00	0	1194.00
Chairs: Mobile Task Chair with Black Frame	C80037	109.00	6	654.00	0	654.00
<i>Accessories</i>						
Loop Cable Security Kit with Plate	27-160	19.95	10	199.50	0	199.50
7' RJ45 - 110 Style Patch Cable	ICPCSB07BL	6.25	20	125.00	0	125.00
				2172.50		2172.50
Subtotal Equipment						
				30027.26		30027.26
Total Equipment Purchases						

Total Project Budget**64307.26****34280****30027.26****YUCA Project Budget Narrative****Staff**

YUCA staff, which consists of the Executive/Program Director, administrative secretary, instructor and teacher's assistant, has donated services to YUCA. The in-kind compensation for the staffed positions is listed in the "Total" and "Amount Raised" columns of the project budget. The staff members are:

William Acevedo	<i>Executive/Program Director</i>
	<i>Instructor</i>
Rik Lopez	<i>Teacher's Assistant</i>
Brenda Hernandez-Acevedo	<i>Administrative Secretary</i>

Consultants

A computer consultant has been selected to maintain and troubleshoot YUCA computers. The consultant donates time served to YUCA and consultant costs are listed in the "Total" and "Amount Raised" columns. Based on YUCA's use of computer consulting services in 2005 and the projected setup and maintenance required for new equipment purchases, the consultant has estimated project consulting time at 50 hours at the rate of \$50/hour.

Computer Lab Purchases

YUCA has been able to sustain operation by donations from corporate and faith-based organizations. The computer lab space is donated by Harvest Fields Community Church and the six computers and monitors that YUCA owns were acquired through corporate donations from Procter & Gamble and Earl G. Graves Publishing Company. Two of YUCA's six computer workstations have been diagnosed as irreparable by the computer consultant. YUCA needs to replace these broken computers and add four more workstations to accommodate our growing class sizes.

Computers

Apple computers are the standard computer platform used in advertising, printing and publishing industries and are the computers that are used for instruction in art school programs. The 2GHz PowerMac G5, 512Mb RAM chosen is the lowest-end computer as used art school and industry, yet powerful enough to support the graphics, illustration and page layout software applications.

Monitors

Apple monitors are selected to offer the viewing working environment that delivers minimum ambient interference and mimic the workstations in art schools and industry production shops.

Drawing Tablet

Wacom Graphire4 6x8 USB Drawing Tablet: The proper use of a drawing tablet is vital for designers and illustrators to professionally edit photography and art for production. The Wacom Graphire4 is an introductory level tablet that will allow students to become productive at intermediate to advanced levels.

Scanner

HP ScanJet 5590 Digital Flatbed Scanner: Scanners are essential design production tools in any design studio or production house. Knowledge and use of scanners and scanner technology is basic to graphic arts production work.

Software

The QuarkXPress software is the premier page layout application used in publications and the standard for the printing and publishing industries. Knowledge of QuarkXPress is essential for practitioners in the field.

Adobe Photoshop and Adobe Illustrator are the industry and art school standard digital photo editing and illustration applications and production knowledge is critical for successful graphic design practice.

Computer Equipment

Chairs, Tables

YUCA is currently using makeshift tabletops and borrowed chairs as computer workstations that need to be replaced with safe and standard computer equipment.

Computer Safety Locks

The computer locks are necessary security devices to help prevent computer theft. All capital equipment owned by YUCA is also protected under insurance coverage by Harvest Fields Community Church.

Patch Cables

The patch cables will allow the computers to be networked to enable file sharing and a collaborative work environment.

YUCA 2006 Operating Budget**YUCA 2006 Operating Budget**

	Mfg Part No.	Unit Cost	Units	In-Kind Contribution	Total
Expenses					
Legal		500			500
Stationary		100			100
Insurance		0			0
Printing		1000			1000
Fundraising Expenses		150			150
Travel		500			500
Staff					
<i>Executive/Program Director</i>					
1 year @ 20,000/year				20000	0
<i>Secretarial</i>					
2hrs/week @ \$15/hr for 1 year				750	0
<i>Instructor</i>					
4hrs/week @ \$50/hr for 1 year				10000	0
<i>Teacher's Assistant</i>					
4hrs/week @ \$5.15/hr for 1 year				1030	0
<i>Consultants</i>					
Computer Maintenance				2500	0
Subtotal Expenses					2250
Computer Lab Purchases					
Hardware					
Apple Power Mac G5	M9590LL/A	1999.00	6		11994.00
Apple Cinema Display 20"	M9177LL/A	759.00	6		4554.00
Wacom Graphire4 6x8					
USB Drawing Tablet	CTE640B	166.48	1		166.48
HP ScanJet 5590					
Digital Flatbed Scanner	L1910A#B1H	299.00	1		299.00
Subtotal Hardware					17013.48
Software					
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Adobe Illustrator CS2	#16001500	513.99	6		3083.94
Subtotal Software					10841.28
Computer Lab Equipment					
Tables: Adjustable Height					
Computer Workstation 30"					
W x 36" D	E10047	199.00	6		1194.00
Chairs: Mobile Task Chair					
with Black Frame	C80037	109.00	6		654.00
Accessories					
Loop Cable Security Kit					
with Plate	27-160	19.95	10		199.50
7' RJ45 - 110 Style Patch					
Cable	ICPCSB07BL	6.25	20		125.00
Subtotal Equipment					2172.50
Total Computer Purchases					30027.26
Total Expenses					32277.26

Grants Received	
Latino Pastoral Action Center Grant	5000
Total Grants	5000
Total In-kind Contributions	34280
Total Operating Budget for 2006	71557.26

Conclusion: Rebuilding a Community through Its Youth

Investments in community-building efforts aimed at youth development in low-income communities is an investment in organizations that promote characteristics such as competence, confidence, character, positive social connections, and caring and compassion among their young people. The result will be young people who are more likely to become active and engaged citizens of their society. (Lerner XI)

The advantages of a \$30,000.00 investment in YUCA youth extracurricular activity can be found in our present regard in the community and in our successes. YUCA has come to be known as a place where youth can go to receive support for creative outlets in a way that produces practical results. Aside from the skills that youth learn, the affiliations they make and the mentoring they receive in the program help them to lay a solid foundation for future successes.

All of the students who pass through YUCA are given a view of the possibilities that are available through self-improvement and through education. Upon leaving the program, students successfully take advantage of those opportunities. However, we like to believe that it is the YUCA spirit of community giving that becomes instilled in its graduates that impel them to remain in the community to mentor others in similar situations.

By helping youth, we help the community to see its value, worth and place in the larger society and thusly, in a small way, we begin to change the intrinsic values of the community. In such a community, like Morrisania, where augmented systems of education and family support are needed, your grant will allow YUCA to be able to continue to serve youth at a pivotal time in their lives. An investment in YUCA will allow us to remain in our community as a growing force that continues to enrich and uplift through our empowering program, the lives of youth in the South Bronx.

All of us at YUCA look forward to your response. If you have any questions or would like to discuss our proposal, please call YUCA executive director, William Acevedo, at 212.886.9560 during normal business hours.

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<http://factfinder.census.gov/servlet/ADPTable?_bm=y&-qr_name=ACS_2004_EST_G00_DP3&-geo_id=05000US36005&-all_geo_types=N&-context=adp&-ds_name=ACS_2004_EST_G00_&-tree_id=304&-lang=en&-_sse=on>.

Appendix A: Supporters for Fiscal Year 2006

I. The Latino Pastoral Action Center	
Partnership Agreement Form Letter _____	16
<i>Agreement form for the partnership between the Latino Pastoral Action center and Young Urban Christians & Artists</i>	
II. Harvest Fields Community Church	
Fiscal Sponsor and General Support Letter _____	18
<i>Statement of fiscal and general support that Harvest Fields Community Church provides</i>	

I. The Latino Pastoral Action Center

The Latino Pastoral Action Center implements the National Holistic Ministry Development Project which is a capacity building and leadership development initiative that helps Community and Faith-based Organizations develop programs in five strategic areas that serve to strengthen their infrastructure and program delivery:

- *Leadership Development* — Engage board members, staff and volunteers in the institutional operations
- *Organizational Development* — Develop and maintain a fully operational infrastructure and system
- *Programs and Services* — Involve children, youth and adults in leadership and service roles within the organization, school and community
- *Fund Development* — Establish a fully diverse and sustainable funding pool
- *Community Engagement* — Engage community residents in needs assessments, asset mapping, and improvement projects

YUCA has received \$5,000.00 in grant money from LPAC and will be enrolled in the capacity building program until September 2007.



Rev. Dr. Raymond Rivera
Founder & President/CEO

**NATIONAL HOLISTIC MINISTRY
DEVELOPMENT PROJECT**

**PARTNERSHIP
AGREEMENT
FORM**

BETWEEN THE

LATINO PASTORAL ACTION CENTER, INC.

AND

YOUNG URBAN CHRISTIAN ARTISTS (YUCA)

814 West 170th Street
Bronx, NY 10452

Visit us at:
www.jpacministries.com

Tel: (718) 681-2361
Fax: (718) 681-2360

II. Harvest Fields Community Church

Harvest Fields Community Church served as the fiscal sponsor for YUCA prior to receipt of our 501(c)(3) status. Presently Harvest Fields donates the computer lab space in which YUCA holds classes. This letter states their prior fiscal support and their current general support.

Harvest Fields Community Church

1217 Stratford Avenue, Bronx, New York 10472 Tel. 718-861-5785 Fax: 718-861-7867

May 31, 2006

To Whom it May Concern:

This correspondence serves as official verification that Harvest Fields Community Church is the financial sponsor YUCA, Inc. which was recently awarded the Holistic Ministry Seed Grant via the Latino Pastoral Action Center. Mr. William Acevedo Founder of YUCA, Inc. has established his program on site in our facilities and is serving our community and congregants through his graphic art and design training program.

Harvest Fields Community Church firmly believes and supports YUCA programming as we view it is a viable and positive option for youth in the South Bronx to develop career options.

If further information is needed in regards to YUCA and or Harvest Fields Community Church as the financial sponsor for YUCA, Inc. please do not hesitate to contact me at your earliest convenience at 718-402-6872 between the hours of 9:00 AM and 5:00 PM.

Respectfully Yours,

Rev. Sixto M. Carrion
Assistant Pastor HFCC

CC: Rev. Mitchell Torres, Senior Pastor HFCC
Michelle Feliciano, Fiscal Officer
William Acevedo, President & Founder YUCA, Inc.
HFCC Board of Directors

Appendix B: Staff Resumes

I. William Acevedo, *YUCA Executive/Program Director, Class instructor*

William Acevedo
11 Rumsey Road
Yonkers, NY 10705
ace3@optonline.net
914-376-4074

EDUCATION: **Pratt Institute**
Master's of Science, Communications Design
Fordham University
Bachelor of Arts, Studio Art

PROFILE:

- Excellent graphic design skills
- Highly competent in Photoshop, Illustrator and QuarkXPress
- Possess knowledge of brand awareness techniques
- Excellent written, oral and interpersonal communication skills
- Bilingual

BACKGROUND:
Earl G. Graves Publishing Co., Inc.

130 Fifth Avenue
New York, NY 10011

12/96-present Promotions Designer

- Design promotional materials for annual business conference and golf & tennis event
- Design layouts for miscellaneous newsletters, advertorials and journals
- Develop corporate identities for television and radio branding
- Oversee production of design projects; establish and maintain vendor's relationships
- Design promotional materials for non-profit organizations such as the Michael J Berkeley Foundation, and Catholic Big Brothers and Sisters

Institute de Cultura Puertorriqueña, Calle Basilea, San Juan, Puerto Rico 00902-4183

8/93-10/96 Art Director

- Supervised and trained art department staff
- Worked with architect to develop museum and interior environment
- Created signage and display graphics for government sponsored cultural centers
- Designed logos, letterheads, business cards and brochures

Ogiivy & Mather Direct, 309 West 49th Street, New York, NY10019

4/92-7/93 Art Director

- Developed ad campaigns
- Created graphics for video presentations
- Prepared digital art for interactive games

ACHIEVEMENTS: Presented with the Pratt Circle Award for Outstanding Academic Achievement

REFERENCES: Available upon request

II. Brenda Hernandez-Acevedo, *Administrative Secretary*

BRENDA HERNANDEZ-ACEVEDO
11 RUMSEYROAD
YONKERS, NEW YORK 10705
(914) 376-4074

EDUCATION:

Masters of Science, 1994
Department of Nursing-Graduate Program

Lehman College, Bronx, New York
Function Concentration: Clinical Nurse Specialist
Bachelor of Science in Nursing, 1986
Pace University, Pleasantville, New York

Beth Abraham Health Care, Bronx, NY Comprehensive Care Management

10/01 -Present PER DIEM INTAKE NURSE-Multiple sites

- Implement marketing strategies for a new site
- Develop an outreach network with community programs and organizations
- Recruit, interview, train and supervise interdisciplinary staff
- Provide formal presentations to potential referrer,
- ranging from individuals to groups of 60 people or more
- Troubleshoot and problem solve issues effecting the quality of client care

1/99-10/01

INTAKE MANAGER-Grand Street/Lexington Avenue

- Implement marketing strategies for a new site
- Develop an outreach network with community programs and organizations
- Recruit, interview, train and supervise interdisciplinary staff
- Provide formal presentations to potential referrer, ranging from individuals to groups of 60 people or more
- Troubleshoot and problem solve issues effecting the quality of client care
- Provide coverage during Program Director and Nurse Manager's absence

10/96-1999

PATIENT SERVICE COORDINATOR/INTAKE NURSE-Grand Street

- Implement marketing campaign describing program services to community and professional agencies
- Evaluate potential clients for CCM program
- Supervise Intake Staff
- Formulate long-term care plan for potential clients
- Instruct/train incoming Intake Staff (including SW, RN and Intake Manager)
- Develop educational program for seniors

Hebrew Hospital Home, 801 Coop City Boulevard, Bronx, NY 10475

05/95-11/95

SENIOR CASE MANAGER

- Implemented marketing campaign for program services
- Evaluated potential clients for the long term care program
- Coordinated the CQI program
- Conducted orientation and continuing education sessions for community health nurse coordinators
- Supervised community health nurse coordinators and contract nurses
- Managed services for 15-20 clients

Village Center for Care, 154 Christopher Street, New York, NY10014

05/94-05/95

NURSING SUPERVISOR/CLINICAL NURSE SPECIALIST

- Supervised community health nurses who provided home care to AIDS clients
- Monitored quality and utilization of clients' services using a case management model
- Analyzed complex cases and served as a consultant to all agency nurses
- Presented information within the agency as well as outside the agency on a variety of home care topics
- Monitored clients' status to determine whether they met Medicare eligibility requirements for reimbursement of home care services

Visiting Nurse Service Home Care, New York, New York

04/89-05/94

HOME HEALTH INTAKE COORDINATOR

- Evaluated potential clients for home care services
- Coordinated home care plan for clients
- Collaborated with hospital and agency staff in order to facilitate client's safe transitional period from hospital to home

**Beth Abraham Hospital, Bronx, New York
Comprehensive Care Management ~(CCM)**

10/87-04/89

HOME HEALTH NURSE

- Coordinated services for 30-40 clients
- Evaluated potential clients for the CCM program
- Health nurse at the health day care center

06/86-10/87

**Montefiore Medical Center, Bronx, New York
STAFF NURSE**

Certification:

October 1988

Patient Review Instrument (PRI) Examiner

Licenses:

RN State Boards, New York: July, 1984

LPN State Boards, New York: October, 1982

Professional Affiliation:

Sigma Theta Tau International Honor Society of Nursing

National Association of Hispanic Nurses

Proficient in several computer programs

Bilingual-Spanish

References:

Available upon request

Appendix C: YUCA Brochure

YUCA students collaborated on the design and production of the YUCA brochure. It is a 4 color process gatefold double-sided brochure printed on 90# stock.

Front of brochure:



Back of Brochure:

YUCA
Young Urban Christians & Artists

YUCA is a certificate based educational training program designed specifically for teenagers and young adults. It incorporates traditional graphic design theory with modern computer graphics technology.

Everyone can Help:
If you are interested in lending your time or support of our mission and purposes, please send us your name and email. Kindly tell us in which areas of interest or expertise are you prepared to offer assistance:

- Creative Arts Volunteer
- Technical (website, internet training, etc.)
- Portfolio development
- Mentoring
- Program Development
- Marketing/Brand Building
- Corporate/Community Liaisons
- Fundraising
- Volunteer (administrative, assistance, telephone)

YUCA
Young Urban Christians & Artists

Harvest Fields Community Church
1217 Westchester Avenue, Bronx NY 10472
(718) 864-5785
email: ace3@optonline.net • www.triquetradesign.com

Contributions and Corporate Sponsorship:
Harvest Fields Community Church is a 501(c)(3) tax exempt organization. All financial and in-kind contributions are tax deductible to the maximum amount allowed by law. You are invited to send monetary contributions to:
YUCA Graphic Arts & Illustration Program
c/o Harvest Fields Community Church
1217 Stratford Avenue, Bronx, New York 10472

Guiding students to strengthen their confidence and competency in the graphic arts by exploring their innate artistic gifts through the use of traditional and new technologies.

Graphic Arts & Illustration Program