

Honors Service Learning Project Proposal

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Community Agency: Someplace Else Youth Center

Agency Supervisor: Ann Brown

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Phone:

Agency Description: This agency provides a residential shelter with 24 hour supervision and programming for displaced youth and their families. The agency serves runaways and youth awaiting non-temporary placements.

Term of Service: Summer 2011

Number of Honors Hours requested: 6 credits (30*6 = 180)

Project Description

Service Overview:

My work will center around the needs of the youth at the Someplace Else Youth Shelter, a residential facility that is part of our local Capital City Youth Services (CCYS). This residential shelter provides 24 hour supervision and programming for displaced youth and their families, serving runaways, youth awaiting non-temporary placements, and youth who are taking a planned "time-out" as a cooling off period from their parents to address problems calmly.

My project work will be concentrated on the following areas:

General Shelter Service:

At least 120 of my 180 hours will be spent in direct service to the youth residing at the shelter. Subject to the needs of the shelter in a given period, I will provide the following services: personal and group mentoring; academic tutoring; leadership and participation in discussion and skill-building groups; leadership and participation in athletic activities and other gamesmanship; leadership and participation in service activities conducted by the youth; leadership and participation in community field trips; and care for the physical needs of the youth through cooking/serving of the meals and assistance with building maintenance. In order to provide a context for this experience, during my first three months of service I will read: *Homelessness: homeless and runaway youth receiving services at federally funded shelters*: report to the Honorable Paul Simon, U.S. Senate (52 pgs), *Runaway with words: a collection of poem's from Florida's youth shelters* (121 pgs), edited and introduced by Joann Gardner, and *Determining the standard of care : a comparison of a behavioral point system and a values-based developmental curriculum in a community shelter for youth* (147 pgs), by Julie Raffa Lamar. I will provide a short review of my thoughts on each of these documents in my Reflection Journal by the end of the fall semester.

Impact Project Overview:

Develop Youth Identity Program:

I will research, develop, and lead a series of structured discussion groups with the shelter youth around their identity development in the following areas: family, gender, race, sexual orientation, education, career, citizenship, and spirituality. Although the research and development for this project will be ongoing, the fall semester will be a concentrated planning phase. During this period I will participate in as many of the daily structured group discussions currently held at the shelter as possible, so that I can understand the present culture of these meetings and their effectiveness. I will familiarize myself with the current shelter curriculum that informs these groups, with a particular eye toward interventions aimed at identity development. In addition, I will conduct a search of the youth identity literature and identify the most successful approaches to guiding youth identity development in the eight areas listed above. As a result of this research, I will produce an annotated bibliography with at least five key sources I plan to draw from for my structured group discussions.

My final product will be a brief manual that outlines my plan for leading structured discussion groups/activities in each of the eight spheres of identity listed above. I will implement this group discussion series during spring semester, adding insights/feedback from each discussion to the manual as we progress. After the final edits/additions to the manual at the end of my service period, it will be offered to the Shelter staff when I depart.

Learning Objectives:

I plan to learn more about homelessness and youth shelters.

I plan to enhance my presentation skills through the workshops.

I plan to create an educational program based on my research and experience.

Research:

In order to provide a context for this project, I plan to read the following books over the summer: *Runaway with words: a collection of poems from Florida's youth shelters* by Joann Gardner and *Determining the standard of care: a comparison of a behavioral point system and a values-based developmental curriculum in a community shelter for youth* by Julie Raffa Lamar. I will submit a two-page summary for each book. I would also like to interview at least two people that work with homeless clients.

Reflection:

Throughout the course of my service, I will keep an electronic journal of my experience on Blackboard. I will complete a minimum of one journal entry (one page minimum) every two weeks. Journal entries will focus on my experience in the shelter, especially as it relates to youth development. I will respond within one week to any questions/comments regarding my journal made by my Center supervisor.

Supervision/Time Management:

I will be assigned a site mentor from the seasoned staff to provide one hour of bi-weekly supervision during my time working in the shelter environment. I will keep a log just for these sessions where I record the major themes of these conversations.

During the service period, I will serve a minimum of three hours per week of physical service in the shelter environment. All of my hours will be logged on-site, and I will retain an additional personal record of my hours where I will log both my on-site hours and my hours spent in research, creation of program materials, and conference attendance.

Final Products Expected:

- 180 documented hours, with a minimum of 120 spent in direct client contact.
- A brief review of the three documents I have pledged to read in "General Shelter Service" above
- An ongoing journal of my reflections on this process consisting of at least one, full page journal entry every two weeks.
- A log of my on-site, bi-weekly supervision experience.
- A Youth Identity Group Discussion Manual, outlining a program for leading structured youth discussions in several specific areas of youth identity.
- An annotated bibliography of at least 5 sources that have informed my work in youth identity at the shelter, included as an index in the manual.
- A three-page report of my conference experience.

The signatures below indicate the approval of the submitted Honors Project Proposal.

Center Advisor: _____ Date: _____

Honors Program Director: _____ Date: _____

 **THE CENTER** FOR LEADERSHIP & CIVIC EDUCATION

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