

"Pink Slip"
FORM 12

RE: 8814019

Project Name, Contact Person and Address

Open Doors Resource Center

Not originated or controlled by beneficiaries originated by:

Same as above

Controlled by:

Same as above

Benefiting:

Youth 3-18 years old

Other:

PRESBYTERY of South Alabama

CC: National Committee Chairperson Selma Jackson

Task Force Chairperson John Etheredge

Review SDOP's Criteria, Core Strategies and Measures (Page 1 and 2) Before Completing This Application.

Please send **one electronic copy to sdop@pcusa.org and follow up with an email or phone call to assure that your email arrived.**

All notifications are done via email. Please call or email with any questions or requests. Keep

**PRESBYTERIAN COMMITTEE ON THE SELF-DEVELOPMENT OF PEOPLE (SDOP)
NATIONAL LEVEL APPLICATION**

For Office Use Only

Assigned: *John Etheredge*

Presbyter *South Alabama*
y/
Synod: *Living Waters*

Received: *12/29/2014*
Emailed to
T/F: *1/1*

Project number *9314019*
RQ Mailed
T/F: *1/12/2015*

100 Witherspoon St.
Louisville, KY 40202-1396
1(800) 728-7228 ext 5782
Fax: (502) 569-8001
Email: sdop@pcusa.org
www.pcusa.org/sdop

"People Investing in People"

Emailed to
Chair: *1/1*



REC'D DEC 29 2014



Please PRINT or TYPE all

Applicant Identification information

Name of the Project: Harnessing the Power of Media to Transform Community
 Name of the Organization: Open Doors Resource Center
 (If different from Project)
 Mailing Address: (Provide Physical Address Only. No P.O.BOX) 867 County Road 59
 City: Pine Apple State: AL Zip Code: 36768
 Contact Person Name: Felicia Marshall Title: Project Coordinator
 Cell Phone: (251)746-2648 Home Phone: (334) 407-2337 Fax: () n/a
 Work Phone: (251)746-2648 : (334) 407-2337 : () n/a - () n/a -
 Email: felicia_smth@yahoo.com Website: n/a

The Proposal

a) The amount you are requesting \$ 15,000 Grants usually do not exceed \$15,000).

b) Describe the project and why it is needed? (Be specific).

Harnessing the Power of Media to Transform Community is a media literacy educational and advocacy project that will teach youth how to access, analyze, evaluate and create media in a variety of forms that will lead to communication and community transformation. Students will learn to discern media messages as active participants rather than passive listeners. They will learn how to create their messages in print, audio, video and the internet (website/youtube)

Media Literacy is a 21st century approach to education. It builds an understanding of the role of media in society as well as skills of inquiry and self-expression that are at the foundation of our democracy: freedom of speech. Media literacy will include Alabama approved rubrics in English/Language Arts, Social Studies, History and

Math. Media literacy develops information process skills – accessing, analyzing, evaluating, creating and participating with media information – skills for lifelong learning. Media literacy will also teach youth skills to be active and safe participants with media of all types.

An intergenerational project, Media Literacy will also include the voices of elders of the community the youth live in. Students will ask their elders how they handled poverty, hunger, justice, housing, education and rural living from 1900s, before civil rights and voting rights were provided for African Americans.

Media literacy is about helping students become competent, critical and literate in all media forms so they control the interpretation of what they see or hear rather than letting the interpretation control them. To become media literate is not to memorize facts or statistics, but instead, to learn to raise the right questions about what you are watching, reading or listening to. Rather than being passive listeners taking in messages without thought, students will be active participants. Students will be able to understand and contribute to the debates of the time. They will be able to give voice to an isolated population deep in the piney woods of rural Alabama.

The classes will reach students of a variety of educational achievement including students who may perform poorly in school but may become engaged by film production. The classes will also allow students to develop artistically, as they learn how to use the technology they have to imagine and produce thoughtful video pieces, and to analyze youtube video "sensations" more critically. They will also be able to gain a voice in social issues by choosing and focusing on a community issue that interests them.

The learning process will help develop and takes advantage of right brain -- as they interact with other generations in conversation, story telling and oral history, a key cultural value in the Black Belt region of Alabama

c) Who will benefit directly from this project?

Youth who participate in the project will benefit primarily, but they will also engage elders in sharing cultural responses to issues of poverty through the decades of rural Alabama and the community, through communication and interaction. Students will also learn about careers in media and media production.

d) Who initiated the project and how will they be involved?

ODRC Youth initiated the project, after asking parents to videotape church services, songs, sports, and other events to highlight their talents and abilities. They then asked if they could produce their own videos, not only to showcase their talent, but to share their point of view, growing up African American in poverty in rural Alabama.. They want to use video to give voice to their feelings, thoughts and research in a call to action that will reach others.

e) How did the group come together?

Open Doors Resource Center was founded over a decade ago to provide students in rural communities an opportunity to become leaders through educational tutoring and enrichment, specialized activities in finance, job training and advocacy, recreational and community service projects and strong moral character. The program partners with many agencies to open opportunities to youth, including Tuskegee Institute, 4-H, Legal Aid, Family Guidance, Rural Health Clinic and more.

f) Who owns and controls the project? Who makes decisions around funding, project implementation and personnel?

ODRC Board includes youth in the program, young adults who have graduated from the program and mentors to the program over the years. The Board makes decisions about projects, funding and implementation, as well as personnel. Each project employs some local residents.

□□□□ **The Project Goal(s) & Objectives: (In 2-3 sentences)**

a) What are the 1-2 main project goal(s)? (What will be different because of what the group is trying to do?)

1. Youth who are consumers of media, will become discerners and producers of media that will embrace their cultural heritage while addressing issues of contemporary issues from their unique perspectives, growing up

as African American youth in poverty in rural Alabama. They will present their work to the community in forums, local radio/tv and newspapers, as well as on a website and on facebook. They will begin a conversation that leads to community engagement and growth.

2. Youth will learn how previous generations responded to issues they face today, and how their strength and culture shaped their lives and those of their families. These stories will be told in various media (as. No. 1) and also gathered into a resource library for Wilcox County, that will celebrate the history of this people from before civil rights legislation through the nation's first black president. These stories help communities recognize their strengths and talents, bringing about positive growth.

b) Please describe how these goals contribute to the long-term objectives of your project. Youth who become adept at media literacy will be strong decision makers who put their beliefs, values, faith and thoughtful consideration into the messages that are produced; they become stronger leaders for the community. They learn how to use the media to advocate and communicate their point of view, helping raise awareness of community solidarity and growth. By connecting with elders, youth will become better connected to their community history and see how others have forged their lives in tough times. They will gain confidence in their cultural heritage and will be able to look ahead with clarity and hope.

c) Which of the SDOP core strategies does this project fulfill?
advocacy, promote justice, advance human dignity.

d) Describe the specific objectives for each of the goals.

- Enhance and develop critical thinking skills.
- Provide a general understanding and skill in creating video media.
- Analyze current video through study of youtube and other internet "creations."
- Gain skills and understanding in media literacy and criticism.
- Communicate concepts clearly and effectively through video media.
- Follow academic rubrics in the process of story telling and video production.
- Develop concepts by creating comprehensive media projects and becoming visual storytellers.
- Learn to use video cameras, video accessories, lighting equipment and audio recording devices to produce high quality films.
- Become knowledgeable of legal and ethical issues related to television and film production.
- Understand editing principles; and learn basic skills in digital editing and post production software.
- Learn and apply production aesthetics and cinematography and be skilled in moving image composition and sound design.
- Gain a working knowledge of the roles and responsibilities of production personnel. Each student should learn directing and producing practices.
- Learn to work effectively with other students, talent and others to execute media projects.
- Learn interview techniques; study history of Wilcox County to better expand on the knowledge base and the comprehensiveness of the media production.
- Learn of Careers, Entrepreneur options in Media Industry, Training Schools

e) Describe the step-by-step activities that will be carried out to achieve these objectives? Please include a timeline of when these activities will take place. The Project will begin when funding is secure, hopefully by Summer 2015. Youth will be selected by the ODRC board and executive director through an application and essay, from ages 9 and up with a total of 20 students. The project designed to provide foundational skills in digital media production and introduce students to sound and image field production for television, film, and other media. Students will learn the roles and responsibilities of media professionals while becoming literate media makers. The course will move through the entire production process, and cover production planning, scriptwriting, audio recording, directing, and editing. Course assignment will focus on single-camera field production. Students will work individually and in groups to complete short films, music videos, and other projects. Students will meet five days a week for eight weeks during the ODRC Summer 2015 program. The project will include time for research, discussion, and more, as will be outlined in a curriculum that includes daily activities.

V. The Evaluation/Monitoring: (In 2-3 sentences)

- a) What evaluation practices will you use to determine if your project is successful?
The program will be evaluated using several measuring "tools" including student attendance, student interviews, production, community input and Board review.
- b) Describe how the activities and objectives you have outlined above will be evaluated.
Program activities will be measured in student attendance, production numbers (i.e. number of psa's and other visual messages created); group discussion on community issues and how to present a point of view; reviews of messages from different groups and impact of the messages, number of interviews with elders, student interviews at the end of the program, basic hands-on "quizzes" about the equipment, written tests on basic terminology and media literacy issues; group interaction.
- c) For each of the evaluation indicators that you will use to determine the success of your project, indicate how they align with the SDOP measures.
By producing messages of importance to the youth and community, the project will promote justice and build solidarity. Interviews and therecording and sharing the stories of elders and others will advance human dignity; learning media production will improve economic security for youth.
- d) Who will be involved in the project evaluation and what roles will they play?
ODRC Board, Executive Director, Media Literacy Teacher and two community residents to be selected later will evaluate the program, as they analyze the written curriculum materials, visual and psa messages, website overview. each person will be given an opportunity to 'grade' the project for a number of factors. In addition, four students will be interviewed about their experience.

V. Decision Makers:

- a) How many members are in the group? (SDOP seeks to partner with communities; it is unusual for a community group of less than 10 people to receive funding.) _____
ODRC serves 100 youth, ages 3-18 in eastern Wilcox County.
- b) How are decisions made?
Decisions are made during meetings of the ODRC Board and the Executive Director.
- c) Are the decision makers members of the group?
Yes, many youth serve on the ODRC Board
- c1. Are any of the decision makers related? If so, who are they and how are they related?
Yes, some of the youth are cousins and siblings of one another.
- c2. If appointed, how and by whom (and why appointed rather than elected)?
ODRC Board is appointed by ODRC Founder Doris Smith to reflect three-fold goal of program leadership: youth who are currently in the program, youth who have graduated from the program and adults from Wilcox County who have served as mentors over the years to the program. It is also a majority of people from the community and a few from other areas, a diverse skill levels and ages.
- c3. If self-selected, explain why:
- d) **PLEASE LIST THE DECISION MAKERS** (*majority must be below poverty level*)

Name & Phone number	Address (City, State & Zip code) <i>NO Post Office Box</i>	Job/Occupation (How each makes a living)	Poverty Level		Indicate how chosen	
			Check one		Check one	
Nate Pinkston 313-805-8257	154 College Drive Selma, AL 36703	Freelance photographer	Above		Appointed	x
			Below	x	Elected	

					Self-Selected	
Donald Stone		Freelance writer	Above		Appointed	x
			Below	x	Elected	
					Self-Selected	
Felicia Marshall 334-407-2337	443 Snow Hill Short Cut Pine Apple, AL 36768	admin asst, local food pantry	Above		Appointed	x
			Below	x	Elected	
					Self-Selected	
Laneka Thompson 251-746-2226	15994 Hwy 21 Pine Apple, AL 36768	student	Above		Appointed	x
			Below	x	Elected	
					Self-Selected	
Terrence Bonner 251-746-2101	736 Snow Hill Short Cut Pine Apple, AL 36768	student	Above		Appointed	x
			Below	x	Elected	
					Self-Selected	
T Mayhan	2199 Alleton road Pineapple AL 36768	student	Above		Appointed	x
			Below	x	Elected	
					Self-Selected	
Shanavia Mack (251) 746-2427	PO Box 144 Furman, AL 36741	student			Self-Selected	
Summer Iverson	718 Snow Hill Short Cut Pine Apple, AL 36768	student	Above		Appointed	x
Teresa Woods (334) 456-2634 (Cell)	303 Azalea Park Lane Montgomery, AL 36106	Licensed Graduate Social Worker	Below	x	Elected	
					Self-Selected	

d1. How does your group define poverty?

Alabama Kids Count 2014 uses five factors to measure 'child well being,' putting Wilcox County at the bottom of the state. We follow a similar use of various factors to "measure" poverty in our county--low income, lack of jobs (high unemployment), inadequate public schools, no identification of learning challenges, lack of transportation, overall poor health, substandard housing, single moms who didn't graduate from high school, isolation and limited opportunities for experiences outside of church and school. These combination of factors make it very difficult for youth to succeed.

VI. RESOURCES (Please be specific)

a) What are the resources available to support this project?

a1. Physical property

ODRC has a building--a former school house--that has several rooms for classes and meetings. Wilcox County has authorized ODRC use of the building throughout the year.

ODRC has two vans to transport students to programs at the center.

ODRC has one computer printer and one computer.

a2. In-kind resources (e.g., non-monetary resources such as volunteer work, complimentary legal services, free use of office space or building, non-paid labor, donated supplies and/or equipment). List all in-kind services and/or goods that will be provided and state who will provide them and their estimated value:

- Leadership from churches and business owners in the county, value \$1,200
- Donated books, curriculum, sports equipment, value \$3,500
- Development person, value \$4,500

a3. Financial resources from within the group

- Parents are asked to contribute \$25 a year to ODRC
- Churches in area give \$200 a year to ODRC
- Youth sponsor fundraisers each year

b) List all financial resources requested, promised and received from other sources for the last two years (e.g. foundations, corporations, etc.).

Organization name and address	Requested	Promised	Received	Date Received
Daniel Foundation	\$10,000			
Penrose Family	\$5,000	\$5,000	\$1,500	12-15-14
Ala-Tom	\$1,600	\$1,600	\$1,600	08-12-14

VII. INCOME/EXPENDITURE BUDGET

a) Does this project have any paid staff? If yes, please list by name and describe their job functions.

Yes. The videographer, Mr. William Waheed, will teach students in media literacy, the use of the videocameras, recording, editing and production. Mr. Waheed has produced many films, and knows the culture of rural Alabama. Mr. Waheed will have two paid assistants, who will be named once the project is finalized. Music teacher, Ms. Nancy Ziccardi, who will help students write original music for guitar and keyboard, will also be paid. The van driver who transports youth to the center is paid

a1. Who has the authority to hire and/or fire the staff?

The founder of ODRC, Mrs. Doris Smith, has authority to hire/fire staff.

b) What is the total cost of the project?

Last year n/a Current year n/a Next year \$25,000

b1. What is the total budget of the organization (if different from above)?

Last year \$20,000 Current year \$15,000 Next year \$35,000

How will the group carry on the project financially in the future?

Students and the two teacher assistants will be able to teach the classes in the future. With the equipment already in place, expenses will be much lower as well. It is estimated that the youth can raise funds by videotaping different events for local families to help the class continue..

<p>d) Has the group received SDOP funding in the past?</p> <p>National \$20,000 Year 2008</p> <p>Synod: _____ Year _____</p> <p>Presbytery \$6,000, 2010; \$3,905, 2011; \$2395, 2012; \$4,359, 2014</p>	<p>d1. Is the group currently applying for funding?</p> <p>Synod: <u>_no</u></p> <p>Presbytery: <u>_no</u></p>
---	---

Synods and Presbyteries are geographical regions in the Presbyterian Church (USA). All projects will be within the bounds of a Synod and Presbytery. Not all Synods and Presbyteries have SDOP Committees. Contact SDOP office @ 1-800-728-7228, ex. 5791 for information on the Synod and

e)

REQUIRED BUDGET FORMAT

Applications without a balanced budget WILL NOT be processed.

INCOME

<i>Other Sources</i>	
Individual Cash Donations	\$ 1,500
In-Kind	\$ 9,200
Fund Raising Events	\$ 500
Other	\$
(Promised and Received)	\$
	1,600

SDOP Committees

National	\$ 15,000
Synod	\$
Presbytery	\$
TOTAL INCOME	
MUST EQUAL TOTAL EXPENSES	\$ 27,800

EXPENSES

(Itemize ALL expenses over \$500)

	<i>National</i>	<i>Synod</i>	<i>Presbytery</i>	<i>Other Sources</i>	TOTAL
3 laptop computers with film editing software	\$ 1,000.00	\$	\$	\$	\$ 1,000.00
3 videocameras	\$ 4,500.00	\$	\$	\$	\$ 4500.00
3 exterior microphones	\$ 600.00	\$	\$	\$	\$ 600.00
transportation	\$ 2,000.00	\$	\$	\$ 4500.00	\$ 6500.00
Film teacher	\$ 2,000.00	\$	\$	\$	\$ 2,000.00
2 assistants	\$ 1,800.00	\$	\$	\$	\$ 1,800.00
Music teacher	\$ 500.00	\$	\$	\$ 500.00	\$ 1,000.00
internet hookup, fee, labor	\$ 500.00	\$	\$	\$	\$ 500.00
annual internet fee	\$	\$	\$	\$ 780.00	\$ 780.00
field trips to media station college	\$ 500.00	\$	\$	\$	\$ 500.00
website set up/hosting	\$ 100.00	\$	\$	\$	\$ 100.00
flashdrives, extra lighting	\$ 400.00	\$	\$	\$	\$ 400.00
snacks	\$ 1,000.00	\$	\$	\$ 1,000.00	\$ 2,000.00
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$

TOTAL EXPENSES MUST EQUAL TOTAL INCOME

	\$	\$	\$	\$	\$
--	----	----	----	----	----

UNIVERSITY OF CALIFORNIA RIVERS

VIII. SUPPLEMENTAL INFORMATION

a) How did the group find out about SDOP? (Please check whichever applies)

*SDOP Technical Assistance Provider. (Only in Baltimore, Los Angeles, Detroit and New Orleans)

___ Community Workshop (indicate where and when) _____

___ SDOP Website _____

___ Local Church (indicate the name of the church) _____

Word of mouth (provide the name of the person) Sister Kathy Navarra

___ Other (be specific) _____

*Did you receive technical assistance from the SDOP Technical Assistance Provider? Ye
s No

b) Who completed the application? What is this person's relationship to the group?

Christine Weerts, volunteer development director since 2004

c) While SDOP does not require the group to have the three items below, we would like to know if you have any or all of them. Please do not include copies with your application.

By-laws	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
501c3 Tax Exempt Status	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Applied for <input type="checkbox"/>
Articles of incorporation	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Applied for <input type="checkbox"/>

x

d) Please check up to three categories that best describe your project (this list is not meant to exclude any categories):

Agriculture		Crafts		Housing		Training	<input checked="" type="checkbox"/>
Arts	<input checked="" type="checkbox"/>	Domestic Violence		Human Rights		Transportation	
Capacity Building		Economic Development		Immigrant issues		Water	
Community Development	<input checked="" type="checkbox"/>	Environment		Leadership Development	<input checked="" type="checkbox"/>	Women	
Community Garden		Fair Wages		Micro-Credit		Youth	<input checked="" type="checkbox"/>
Community Organizing		Food Security		Self-Advocacy	<input checked="" type="checkbox"/>	Other (please add your category if not listed):	
Community Re-entry		Health		Seniors	<input checked="" type="checkbox"/>		
Cooperative/Worker Owned		Homelessness		Skills Development	<input checked="" type="checkbox"/>		

e) Please list, and provide contact information, for other organizations working with grass root community based groups that could help SDOP in our outreach efforts. (These organizations do not need to meet SDOP criteria of being owned and controlled by the direct beneficiaries). Please include organization's name, contact person, phone, address, city, state, email. Use additional pages if needed.

Black Belt Community Foundation, Felecia Jones, Director, 866-874-1126, 334-874-1126, 609 Lauderdale St Selma, AL 36701

f) Are there any additional comments the group would like to make? (Limit to one page).

Our youth are heavily influenced by media, particularly because their isolation means there are so few outlets for their time and interests. They spend HOURS listening to the radio, watching television, and some have access to the internet, where they check out youtube videos of favorite music artists and instant messaging with friends.

This program is geared toward helping them be "better "consumers" of media – to realize how messages are often manipulated especially in advertisements – and often are messages of "you aren't good enough" because you don't have money and material things. In addition, our youth have few opportunities to think through a problem and find an acceptable and positive solution; or to express their thoughts and opinions. School is a place for rote learning and for trying to stay out of trouble. At home, parents are often too occupied with work and struggles of poverty to listen and encourage youth to take a stand.

Media literacy offers Wilcox County youth the opportunity to take charge of their lives, to appreciate their cultural heritage and to learn new skills that will be invaluable in years ahead.

CN110413