

*Connecting
to the
Community of
East Tampa*

USF Collaborates with East Tampa

University of South Florida President Judy Genshaft and The Board of Trustees want the University to make meaningful contributions to local communities. Community engagement – principally carried out through community-based scholarly research, student’s community service projects, and service learning courses – are the ways USF can carry out this vision.

In August of 2003, Tampa Mayor Pam Iorio invited USF to be a partner in her East Tampa Initiative, providing the university an opportunity to mobilize its diverse resources in a coordinated manner. East Tampa is the area bounded by Hillsborough Avenue to the north, I-4 to the south, I-75 to the east and I-275 to the west. A multidisciplinary group representing 10

different USF Colleges gathered to meet with city officials and discuss their needs and issues and identify possible university roles in research, service and teaching.

USF Provost Renu Khator gave Judi Jetson, director of the USF Collaborative for Children, Families and Communities, the assignment to identify a substantive project that USF could do in East Tampa that would show tangible results. Since that time, she and Kathy Betancourt, Associate Vice President for Government Relations have worked closely with faculty and community leaders to develop and test ideas as well as to begin new partnerships. The result was an initiative to map the assets of the neighborhood.

The community of East Tampa has identified for USF multiple areas of need: public safety, aesthet-



ics/beautification, economic development, land use and housing. The Collaborative provided seed grants to four USF service-learning courses during the Spring 2004 term to faculty from around the campus, in partnership with community representatives, to further USF’s involvement in East Tampa. Grants will again be available for Spring of 2005. Together, the university, the city, and community have begun to build a body of knowledge that highlights the assets and opportunities of this historic community.

President Genshaft Praises Research Day, Community Engagement

DAN CASSEDAY

USF President Judy Genshaft gave students, faculty and community leaders her whole-hearted endorsement of their work in the community, particularly in East Tampa, on Research Day 2004: Increasing University-Community Connections, on April 21.

“We’re here to celebrate USF research in our neighborhoods and community,” Genshaft said. “Community partnerships and engaged research have always been important to me. They have been the theme of my inauguration, a key priority throughout our strategic plan for USF, and it is a critical part of our mission as a metropolitan research university. I’m committed to community engagement.”

Genshaft highlighted three points about USF’s community engagement:

- It is research and education with real-world applications.
- It is research as education for students.
- USF is shaping the community, and the community, in turn, is shaping USF. The symbiotic relationship makes USF a stronger national research university.

“I commend the students, faculty and staff for doing a tremendous job. You are making a difference and I hope you continue to serve the community,” Genshaft said.

She also had a compliment for members of the community, including Ed Johnson, manager of East Tampa projects for the City of Tampa and Fred Hearn, the City’s director of community affairs, who spoke to attendees of his days growing up in East Tampa and as a student at USF in the 1960s.

“You, too, are making a difference,” Genshaft said to the community partners. “You are shaping education at USF.”



Community Connections...

Connecting the University and the Community

LETTER FROM JUDI JETSON, DIRECTOR OF THE COLLABORATIVE FOR CHILDREN, FAMILIES AND COMMUNITIES

One of my favorite cartoons is *Garfield* – yes, I'm a cat owner, but what fascinates me about that strip is Jon...the guy who can't get a date. Or I say should, can't get a second date. In fact, a lot of the funny pages (which are the first thing I read every morning) are filled with jokes about relationships – LuAnn's lack of a date for the prom, Sally Forth's boorish boss, Dilbert's clueless communications.

So what does this have to do with University-Community partnerships? Well, I believe these partnerships are a lot like dating, and it takes just as long to find and create a good one as it does to create a good marriage. Think about it...

- First, we have to check each other out, see if we talk and walk and think alike. Decide if we want to even invest the time to get to know each others' preferences and talents and pet peeves. See if we think the benefits are likely to make the relationship worthwhile. Can we speak the same language without a translator? This is the phase people who study group process call "forming."
- Second, we need to determine the rules of behavior... for instance, in dating we decide who's going to pay, where we're going to go, and when we need to be home. Time is an issue – universities work on the semester

system – the community doesn't, so comfortable timetables need to be created. Questions need to be answered like where will we meet, what time of day, will there be food? USF faculty's main job is to educate students and conduct research – so any community project must have those 2 elements. The community wants a tangible product. This is our "norming" phase.

- Then we get started on the project and misunderstandings are inevitable. We'll step on toes, disagree about the outcomes, dispel unrealistic expectations, get appointments mixed up, say the wrong thing at the wrong time, forget to ask permission...you name it. Another name for this phase is "storming."
- Finally, we've got action, music, and a project underway. Everyone knows their role, and has fun doing it. And there is often a happy ending! The "performing" phase.

A partnership can end at any stage, just like a relationship can fail to blossom and grow. The Collaborative is the matchmaker – and we believe the East Tampa examples from Spring 2004, highlighted in this issue of the newsletter, show the wide range of good outcomes that can come from dedicated people making the effort to form lasting relationships.

Here's to taking a chance on a new relationship...



*Cementing the relationship between USF and East Tampa are (left to right):
Johnetta Goldsmith, Judi Jetson, Evangeline Best, Clareatha Johnson and Davina Best*

East Tampa



About Collaborations
Issued quarterly, *Collaborations*
is the newsletter of the USF
Collaborative for Children,
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Asset Mapping

CUTR Organizes Asset Map of East Tampa

BEVERLY WARD

After the USF administration expressed an interest in working with the City of Tampa and residents of East Tampa to identify and further develop the neighborhood's strengths and address its weaknesses, a group of USF researchers and faculty recommended development of an asset map to catalogue the resources of the community as a first step.

Beverly Ward of the Center for Urban Transportation Research (CUTR) at USF manages the asset mapping project, analyzes the data, and recommends future actions based on the analysis. Her work includes five tasks: designing data collection tools; identifying data collectors and providing the tools; receiving and processing the data; data analysis; and drafting recommendations.

Ward also works with the Florida Center for Community Research and Design at USF who have expertise in data analysis and mapping.

Data collected so far shows that East Tampa is a community of 6.58 square miles, including 10 neighborhoods, 11,100 housing units with 85 percent (9,400) occupancy, and 62 percent (5,800) owners occupying units. The area has a population of 27,151, including more than 19,000 African American, almost 6,000 white and almost 4,500 Hispanic people.

Among the major cultural and historic resources of the community are the Belmont Heights Little League and the College Hill Pharmacy.

The bulk of data collecting took place during Spring semester 2004 as part of the four service learning classes sponsored by the USF Collaborative. Some data also was collected as part of the training sessions and from the CRA planning process. Other data was compiled from existing data sets already available at USF and with the Hillsborough County City-County Planning Commission.

The inventories of data collected have been used to create geographic information system (GIS) maps. Some of the data collected for the project has been used to create intriguing asset maps.

During Summer 2004, Ward is working with a student to collect data on USF departments, centers and other units who have worked with East Tampa or may have resources that could be brought to the neighborhood. This includes volunteer efforts through clubs or other associations, as well as more formal arrangements such as research projects and internships.

In Summer and Fall 2004, and Spring of 2005, additional service learning classes will go to East Tampa. It is anticipated that training sessions in asset mapping will be held in East Tampa to introduce the students and residents to each other and also to encourage more residents to participate in the process.

Beverly Ward can be reached at 813-974-9773.



Nursing Students Map Health Assets of East Tampa

NORMA CONNER

During Spring 2004 five students from the USF College of Nursing participated in the East Tampa Asset Mapping Project during Spring 2004. They were students in the Community/Public Health Nursing Clinical for Licensed Registered Nurses, taught by Norma Conner Ph.D., RN.

These five students were part of a class of 35 students completing their community clinical rotations across nine Florida counties; each of these students completes a Service-Learning Project as part of class. The five students, Ashley Valenti, Judeline Docteur, Melissa Holden, Sandra Appiah, and Tracy Porter, are all RNs and are in the RN-to-BSN program. The students

engaged in orientations at some gracious agency sites including the Community Development Center of Tampa and Central Hillsborough Healthy Start. They participated in a bus tour of the community, which helped them identify geographical boundaries and gain an appreciation for the history of the community.

Through phone contacts, visits and online listings, they developed a listing of the health resources available to the East Tampa Community. It is important to note that not all of the resources frequently used by the community residents were within the neighborhood's geographic boundaries. This is particularly true of the hospitals.

The students developed a comprehensive guide that included 13 pharmacies, two medical supply companies, six diagnostic and imaging centers, four home health agencies, one hospice, three assisted living facilities, eight dental providers, one pediatrician, one podiatrist, 11 primary care physicians or clinics, one chiropractic clinic, three hospitals, nine specialty organizations

such as Easter Seals, six substance abuse centers or support groups, six mental health resources, six senior citizen resources, and four transportation services.

Where possible, for each of these resources the name, address, contact information of the agency, services available, and methods of payment or insurance coverage the agency accepted was provided.

In addition to creating the guide, the students offered substance abuse prevention education to about 120 students at Ferrell Middle School. Their booklets were available at the USF Research Day held April 21, and they have since been distributed at East Tampa community gatherings. The resource booklets also will be distributed to all of the agencies that are listed, and any future community residents and participants who have an interest in East Tampa Health Resources. Additionally, the listing will be posted on a USF website which can be continually updated, and will be made available to the community residents.

Norma Conner can be reached at 813-974-2191.

USF nursing students offered substance abuse prevention education to about 120 students at Ferrell Middle School as well as an East Tampa resource guide.



Architecture Students Design Commercial Vision for 22nd Street

TRENT GREEN

During the second half of the Spring 2004 semester, five students (Linda Stevenson, Tom Chuparkoff, James Fox, Tim Knowles and Loralee Morrow) in the School of Architecture and Community Design's Urban Design Studio (ARC 5366 Advanced Design C), under the guidance of instructor Trent Green, developed a revitalization plan for a one-mile segment of the 22nd Street commercial corridor in East Tampa.

Once the heart of the neighborhood and its commercial center, this area has suffered from decline and physical deterioration over the last three decades. The area is adjacent to the Tampa Housing Authority's recent Belmont Heights Estates HOPE VI development and the Belmont Heights Little League baseball complex.

The purpose of the project was to work with neighborhood residents to develop a preliminary vision for redeveloping this area by identifying opportunities for enhancing economic development, introducing new infill housing to the area, adding a number of open space amenities, and recreating a neighborhood center. This effort was also intended to add to the USF Collaborative for Children, Families and Communities Asset Mapping initiative.

With input from community residents and other organizations throughout the semester, five students



developed a conceptual master plan for the project area. The plan integrated a number of new multi-use buildings with a range of desired uses and features with the existing neighborhood fabric. Several public presentations were held in the community and a final project document was provided to the East Tampa Community Revitalization Partnership.

The ideas and projects designed could make a significant contribution to the neighborhood's economic stability and enhance physical conditions, goals the neighborhood residents are currently pursuing. In addition to completing the academic requirements for the course in a successful manner, students learned several valuable lessons associated with the ongoing process of community development and revitalization, and also realized an important service-learning experience relative to University and local community relationships.

Trent Green can be reached at 813-974-6020.

Teens Share Hopes and Dreams with Public Health Students

KAY PERRIN

In spring semester 2004, faculty member Kay M. Perrin and five graduate students from the College of Public Health course Foundations of Research Methods in Public Health were involved with asset mapping of East Tampa. They collected data from adolescents on the strengths and challenges they face.

Perrin and the students (Keisha Cutler, Jessica Dorn, Emily Jolles, Trish Mueller, and Anita Rajan) worked with community partner Evangeline Best of the First Baptist Church of College Hill in the initial phase of community-based research in the East Tampa area. Dr. Perrin's course provided her students with a hands-on experience of working with a focus on adolescent health in East Tampa.

The data collection involved: locating community resources that touch the lives of adolescents, i.e., entertainment, schools, libraries, parks, restaurants, etc.; and conducting focus groups with adolescents and adults who live in East Tampa.

The students began by developing a set of Neighborhood Asset Data collected from the Tampa telephone book, the Internet, and community resource guides. Then they interviewed adults and youth in the community to identify strengths and challenges faced by

adolescents living in the East Tampa neighborhoods.

Three themes emerged from the focus group data: a) public access data does not necessarily reflect the thoughts and feelings of the community; b) the youth had suggestions and opinions about how to improve the East Tampa community which did not necessarily match the opinions expressed by the adults; and c) the youth and the adults wish to be involved in the decisions made by the greater Tampa community which will affect the individuals living in the East Tampa area.

Through their collection of data and talking to residents in the community, these Public Health graduate students learned that the East Tampa maps produced from data available online and from community resources such as the telephone book do not always reflect the assets and challenges faced by the residents. More importantly, the students learned first-hand how to apply the knowledge gained in the classroom to the challenges faced when conducting community-based research.

Kay Perrin can be reached at 813-974-6704.

Graduate Student Maps Educational Assets of East Tampa

DANIELLE CICETTI

Through an action research project, a university and community partnership is identifying assets, resources, and strategies provided by schools in the East Tampa community to meet the needs of families and children. This partnership includes Harold Keller, professor and chair of the Department of Psychological & Social Foundations in the College of Education at USF; Richard Briscoe, professor in the Department of Child & Family Studies at the Florida Mental Health Institute, Evangeline Best, East Tampa Community Leader and retired Team Leader, Social Services for Head Start and Danielle Cicetti, doctoral student at the University of South Florida.

Assets within three identified schools, Middleton High School, Franklin Middle School, and Oak Park Elementary are being recorded, along with the schools' awareness and usage of community resources. Three overriding themes emerged from the assets mapped at Middleton High School: tangible resources, community products, and climate of caring.

Examples of the tangible resources at Middleton include physi-

cal resources and programs either on site or in the local community. The Parent Liaison, Guidance Counselors, and Administrators all referenced the FOCUS Parent Guide as a valuable resource when in search of community resources for students and families. Similarly, the school personnel frequently utilize *The Florida Sentinel*, a local community newspaper, to publicize school events to the local community. Middleton has a computer laboratory called the Success Center, which is staffed by volunteers, for students to utilize in their search for and application to scholarships and colleges. In addition, through the school-wide mentorship program, each student at Middleton is assigned a faculty mentor and meets with the mentor 30 minutes each week to discuss school, achievement, goals, and personal interests.

Community products between the school and the local community also were identified. For example, the Parent Liaison is actively pursuing interpreters for the families that speak languages other than English and is reaching out to many cultural communities that also belong to Middleton. A multitude of formal

business partnerships and informal collaborations bring money, supplies, expertise, and opportunities to students.

It is clear that Middleton has created a distinct climate of caring for its students. The staff exudes a positive and dedicated attitude to do "whatever the kids need," to ensure their personal and academic success. On several occasions the staff talked about making sure the students ate breakfast, even if they arrived at school after breakfast had ended, driving students to get bus passes so they would have dependable transportation to school, or making home visits if other means of communication with families were not available.

Future research for this project will include the completion of interviews at Franklin Middle, Oak Park Elementary, Edison Elementary, and Lockhart Elementary. In addition, research will delve deeper into how resources are accessed successfully, as well as what barriers may be encountered.

Danielle Cicetti can be reached at 813-265-4691.

Youth concerns about East Tampa included:

- Not feeling safe in the neighborhood
- A desire for the community to stop: littering the streets, selling drugs and weapons, fighting, drinking beer, being on the streets, stealing from others, and child abuse

Youth were positive about:

- The mayor fixing up the neighborhood park
- Families knowing and helping each other
- Some streets being quiet

Adult concerns included:

- Streets that need repair
- Sale and use of drugs
- Crack houses that need to be torn down
- Elderly needing assistance with home repairs
- Parents not watching their children
- The need for a neighborhood movie theater
- The need for a major grocery store in the neighborhood

Adults were positive about:

- Great churches
- Knowing their neighbors
- Getting to know new people quickly
- The rich heritage of the community: many doctors, lawyers and dentists have come from East Tampa.

What Makes Partnerships Work?



Kay Perrin & Harold Keller

"It's important for community residents to show me and tell me what's going in their community. It's all about mutual respect on both sides."

—Norma Conners,
College of Nursing

"Communities run on neighborhood time, not university time... As a university we really do have to engage more than we have in the past,"

—Harold Keller,
Professor, College of Education

"When I'm working with someone, there's a relationship – a mutual relationship. It's ongoing and it takes time."

—Richard Briscoe,
Assistant Professor, Department of
Child & Family Studies

"Open communication helped me as a student."

—Alesia Cobb,
Pinellas County Student

"Until you are brought into the community by a resident, you aren't really validated... You need to come in, observe, and feel the community."

—Evangeline Best,
East Tampa Resident

"Community-based research doesn't look anything like the textbook. It's messy, it's dirty and it's time-consuming."

—Kay Perrin,
Assistant Professor,
College of Public Health

Faculty Discuss What Works

DAN CASSEDAY

USF has demonstrated, through its Collaborative-sponsored research projects in East Tampa, that the University and the community can team up to identify problems and recommend solutions that will make the areas surrounding the community a better place to live. But the underlying key to making it work in the long term is understanding the overriding question "What Makes Partnerships Work?"

A panel of experienced USF faculty, community and student experts discussed that question at Research Day 2004, in order to increase the knowledge base and understanding of the community, USF faculty and students.

Robin Jones, a College of Arts & Sciences instructor who heads her College's Community Initiative and takes classes into the community for learning experiences, said that service learning provides community engagement for her students.

"Open communication helped me as a student," said Alesia Cobb, a student from Pinellas County.

"It's important for community residents to show me and tell me what's going in their community," said Norma Conner of the College of Nursing, who is relatively new to USF and Tampa. "It's all about mutual respect on both sides. Community members want the information gained taken back to the community. The community also wants commitment.

"Honest communication goes along with mutual respect," Conner added. "Part of communication is understanding how the community communicates. We also need to broaden the involvement of others."

Richard Briscoe, assistant professor in the Department of Child and Family Studies, has a collaborative perspective. "I always say I'm working with the community," he said. "When I'm working with someone, there's a relationship – a mutual relationship. It's ongoing and it takes time.

"Relationships are more than a semester or right away. You need honesty and trust first, not go in and say, 'I have a project.' These things take time; you don't do it overnight. You have to walk the walk before you talk the talk."

Evangeline Best, a resident of East Tampa, said, "I think in term of partnerships as relationships." "They need to be clear and mutually beneficial. They take a lot of communication. It takes time, trust and understanding.

"Until you are brought into the community by a resident, you aren't really validated," she said. "You need to come in, observe, and feel the community."

Student Yara Johnson agreed with Best.

"Going into homes in East Tampa, into a different environment that I was used to, was a learning experience," she said.

"Community-based research doesn't look anything like the textbook," said Kay Perrin, assistant professor of Community and Family Health in the College of Public Health. "It's messy, it's dirty and it's time-consuming.

"It's figuring out the sustainability so it doesn't come across as flash-in-the-pan research and the community is left wondering, 'What just happened?'"

"I like the quote 'academics need to stop doing it for the people and start doing it with the people,'" she said.

"Time plays out in so many ways – being out there and being comfortable in a culturally different atmosphere," said Harold Keller, professor and chair of the Department of Psychological and Social Foundations in the College of Education.

"Communities run on neighborhood time, not university time," Keller said. "It takes time for students to come in and be trusted by the community and how they fit in with the community and the university.

"As a university we really do have to engage more than we have in the past," he said.



Discussant participants are (left to right)

Robin Jones, Norma Conner, Trent Green, Richard Briscoe, Evangeline Best, Kay Perrin and Harold Keller

Save the Date!

November 15, 2004

USF Collaborative for Children, Families and Communities Fall Conference

More than 150,000 Kids Taking Charge: A Summit on Empowering and Connecting Youth

The Collaborative's annual conference will once again convene researchers, professionals, and kids to discuss how the Tampa Bay community can grow more successful and resilient young people. This year's conference will feature youth success stories. On-line registration will be available soon at <http://www.jwbpinellas.org/training/majorconferences.htm>



*The USF Collaborative
for Children, Families and Communities*

Steering Committee:

David Shern, Chairman	USF Louis de la Parte Florida Mental Health Institute
Robert Anderson	USF College of Business Administration
Chloe Coney	Community Development Corporation of Tampa
Bob Friedman	USF Department of Child and Family Studies, FMHI
Trent Green	USF School of Architecture and Community Design
Kathleen Heide	USF College of Arts & Sciences
Judi Jetson	USF Collaborative for Children, Families & Communities
Harold Keller	USF College of Education
Renu Khator	USF Provost and VP of Academic Affairs
Captain Craig Latimer	Hillsborough County Sheriff's Office
Joanne Lighter	Allegany Franciscan Foundation
Louis Martin-Vega	USF College of Engineering
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Luanne Panacek	Children's Board of Hillsborough County
George Seegers	Executive in Residence – College of Business
Robert Wolf	Hillsborough Community College

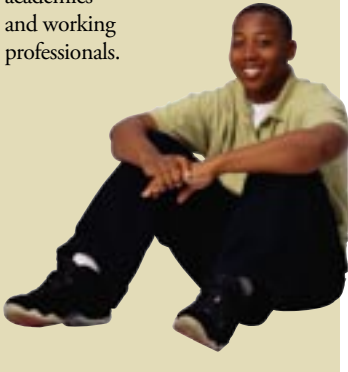
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Jane Soltis	Eckerd Family Foundation
Richard Tribunella	Hillsborough County, Children's Services
Beverly Ward	USF Center for Urban Transportation Research
Alvin Wolfe	USF Anthropology (retired)

About the USF Collaborative for Children, Families and Communities

Founded in 1996, the Collaborative brings together University faculty, nationally known researchers, community service professionals, neighborhood activists, foundations and funders, and ordinary moms and dads to build a better future for children and families in the Tampa Bay area. We address issues as diverse as neighborhood revitalization, fatherhood, welfare reform, young women's self-esteem, and helping children grow up strong and resilient.

The Collaborative is a linkage agent and facilitator – we award small grants to faculty conducting interdisciplinary community-based research, offer internships for graduate students who work in neighborhood projects, and sponsor workshops and conferences which bring together academics and working professionals.



Mark your Calendar

Wednesday
Sept. 15, 2004
11:00 - 12:30
FMHI WESTSIDE
CONF. CTR,
ROOMS A&B

Helping Survivors of Torture and Their Families
VICKY PHARES, PROF OF PSYCHOLOGY
This presentation will discuss the results of a project providing counseling to survivors of torture and their families in partnership with Gulfoast Jewish Family Services. It will examine how survivors' stress levels impact their own mental health as well as that of their families.

Wednesday
September 29, 2004
10:00 A.M. - NOON
HILLSBOROUGH CO.
EXTENSION, 5339
S. COUNTY RD 579,
SEFFNER

Community Intervention in Childhood Obesity
DR. JOHN MALONE AND LOIS BABIONE, COLLEGE OF MEDICINE
This presentation will report on a partnership with the Diabetes Care Institute and the County Extension Service in Plant City in a study of whether a school-based program of physical activities and nutrition education can reduce weight gain in obese children.

Wednesday
Oct. 13, 2004
11:00 - 12:30
FMHI WESTSIDE
CONF. CTR,
ROOMS A&B

Replication and Evaluation of a Suicide Prevention Gatekeeper Training Program
MARY ANN KERSHAW, FMHI, CHILD AND FAMILY STUDIES
Community based suicide training programs with the Tampa Bay Crisis Center, the Florida Kinship Center and Mental Health Care were held for adults who are in close contact with children (school nurses, teachers, resource officers). The presentation will discuss the programs and efforts to help increase the recognition of factors and behavior that place youth at risk for suicide.

Wednesday
Oct. 13, 2004
LOCATION & TIME
TBA

Training Staff at Early Learning Centers to Implement Daily Music Programs
SHEILA C WOODWARD, PROF OF MUSIC EDUCATION
This presentation will discuss how USF music education students and their professor helped staff at an Early Learning Center integrate music into their daily education program.

Wednesday
November 1, 2004
NOON
USF-FMHI
MHC1129

Service-Learning Grant Applications Due
Community-based service-learning grants for Spring 2005 Semester are due today. Download applications at www.usfcollab.usf.edu or call 813-974-7318.

Monday
Nov. 15, 2004
8 A.M. - 5 P.M.
RENAISSANCE HOTEL
AT INTERNATIONAL
PLAZA

USF Collaborative for Children, Families and Communities Fall Conference
More than 150,000 Kids Taking Charge: A Summit on Empowering and Connecting Youth
The Collaborative's annual conference will once again convene researchers, professionals, and kids to discuss how the Tampa Bay community can grow more successful and resilient young people. This year's conference will feature youth success stories. On-line registration will be available soon at <http://www.jwbpinellas.org/training/majorconferences.htm>

For more information on these events and the USF Collaborative, call 813-974-7318, or visit us online at www.usfcollab.usf.edu

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