



2008 BRYAN FELLOW

Jennifer Hinkle

HOMETOWN: Durham, NC

MAJOR/DEGREE:
Political Science and Spanish
Class of 2009

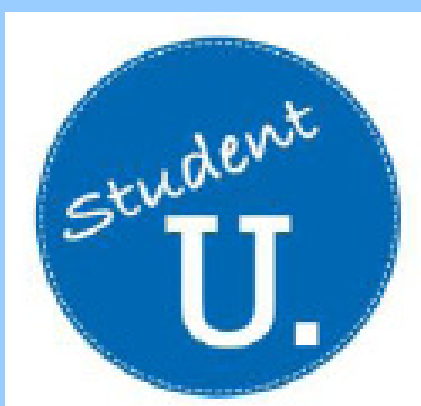
PROJECT TITLE:
Student U. Individualization

FACULTY MENTOR:
Natasha Bowen
School of Social Work

COMMUNITY PARTNER:
Student U.

PROJECT LOCATION:
Durham, NC

“The fellowship has affirmed for me my desire to work with students on the practical happenings in their lives, a path that I think will eventually lead me to a career in social work.”



Student U Individualization

This summer, I worked with 100 rising sixth and seventh graders from the Durham Public Schools. The students were chosen by their guidance counselors, principals and teachers based on their academic and financial needs. The school officials determined that these students would benefit from a six-week intensive summer academic program followed by tutoring and mentoring during the school year. The officials were instructed to consider students who needed remedial help, were bored in class, or were disinterested in school.

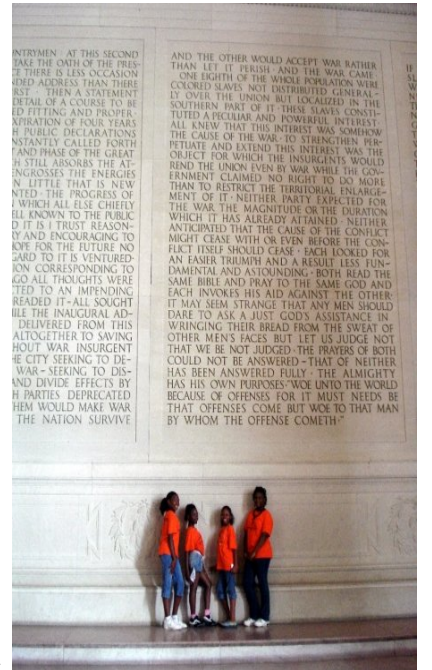
Project Goals

1. Identify how Student U. could address academic and non-academic needs that affect middle-school success.
2. Implement practical steps to encourage academic success based on identified academic and non-academic needs.

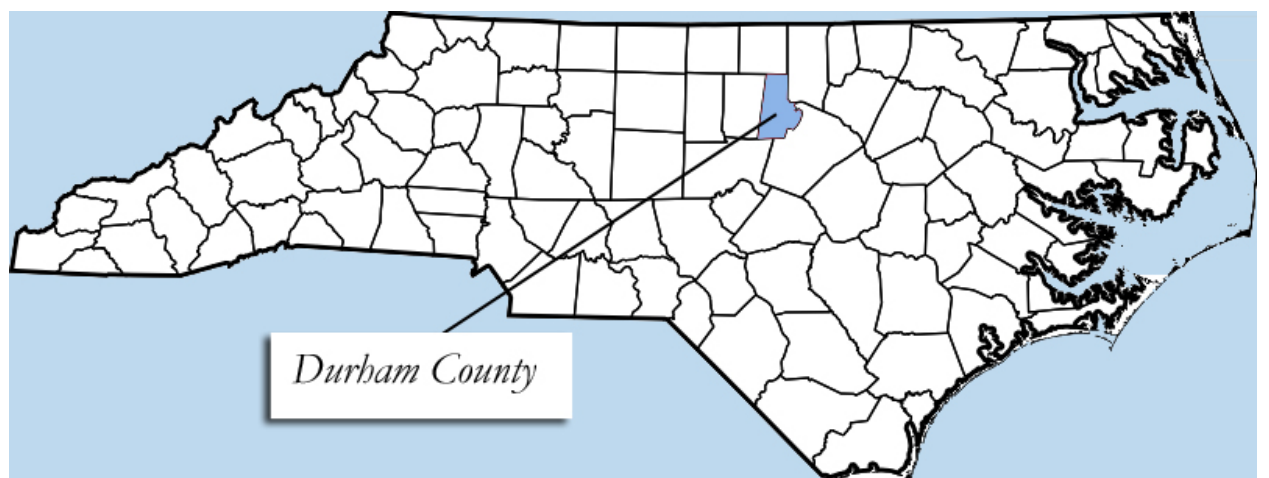
I used information provided by Student U.'s School Success Profile analysis and Professor Bowen's guidance to

implement plans that addressed both the academic and non-academic factors that affect the academic achievement of Durham Public middle-school students. There is a general need in North Carolina for schools and communities to treat students as individual learners and to design schools and community programs that address academic and non-academic needs. This approach can help ensure that students succeed academically and stay excited about the learning process. Therefore, I considered each student in light of her unique academic and life experiences that that affected her academic achievement, attitude, or understanding of the importance of an education.

As a fellow at Student U., I was challenged daily to plant seeds in students' lives that would open doors for their academic success in the future. I, in turn, was blessed by their eagerness to learn and their willingness to take steps, both in the academic and non-academic spheres of their lives that would help them succeed. A major hur-



dle of the project was the sheer enormity of the need, and the temptation to try to do too much for too many people. When I occasionally gave in to this temptation, disappointment followed as I realized my own as well as the program's limitations. I worked hard to focus my energies on a few specific projects and came to realize that planting seeds was fulfilling work even if I could not see the full outcome.



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