

**NATIONAL FORUM FOR
BLACK PUBLIC ADMINISTRATORS
HOUSTON CHAPTER**

P. O. Box 301092 / Houston, Texas 77230-1092



GOVERNING OFFICERS 2017 - 2018		2017 Houston Chapter Emerging Leader Scholarship	ADVISORY COUNCIL
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ADMINISTRATION

Applications must be postmarked on or before September 1, 2017 to allow time for review and presentation of the award prior to the fall college semester. Scholarship funds will be paid to the scholarship recipient upon proof of registration, and certification by the recipient that the eligibility requirements above are met. To request additional information or return the completed application, contact: scholarship@nfbpahoustontx.org

Should you require additional information, please contact Nicole Holland at nhollndnfbpa@gmail.com - 713-305-0791, or LaToya G. Ricketts at lgrconsulting@hotmail.com - 713.730.9427. Scholarship Application deadline is September 1, 2017. Ticket purchase deadline is August 31st, 2017.

Sincerely,

Nicole Holland
President
NFBPA Houston Chapter

LaToya G. Ricketts, MPA
Symposium Chair
NFBPA Houston Chapter

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APPLICATON

Applicant must be a current graduate students enrolled in Masters in Public Administration Program at University of Houston or Texas Southern University.

Name of Applicant: _____

Address: _____

Home Phone Number _____ Cell Phone Number: _____

E-Mail Address: _____

Video Presentation Topic: _____

Please list 2 Character References and provide Letters of Recommendation:

Name #1: _____

Address: _____

Phone #: _____

E-Mail Address: _____

Name #2: _____

Address: _____

Phone #: _____

E-Mail Address: _____

School Attended	Address	Year Graduated or Enrollment Period	Major/ Minor	Degree Earned

List scholastic honors, club/ organization memberships, religious affiliations, extracurricular activities: _____

NOTE: PLEASE ATACH TO THIS APPLICATION

- (1) Video Presentation (as described in the Scholarship Requirements)
- (2) COPY OF TRANSCRIPT FROM THE MOST RECENT SCHOOL ATIENDED
- (3) TWO REFERENCE LETIERS AND COMMUNITY SERVICE

I hereby certify the information submitted is true and correct and agree that if selected as a recipient of the NFBPA Emerging Leaders Scholarship Fund, the monetary award received will be used toward tuition at a college, university or for special courses as approved by the Scholarship Committee or stated in the eligibility requirements. By signing, I also confirm that I understand if the monetary award is not used for the intended purpose as defined, I must return the funds to the NFBPA Houston Chapter upon request.

Signature of Applicant _____ Date _____

MAIL COMPLETED APPLICATION
NATIONAL FORUM FOR BLACK PUBLIC ADMINISTRATORS
P.O. BOX 301092
HOUSTON, TX 77230-1092
ATIN: EMERGING LEADERS SCHOLARSHIP COMMITTEE

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Student instructions for scholarship video presentation

The following information is provided to students at University of Houston and Texas Southern University School of Public Administration. Instructors may select students to apply for the Emerging Leaders Scholarship customize their own instructions for selection and submittal.

Scope and Goals

Each student will work alone to research one or more of the provided topics and communicate the findings in a 4–7 minute video. The main objectives are to present yourself as a Public Administration professional and communicate clear and accurate information in an engaging manner for an audience of your peers and community stakeholders.

Note. The project is evaluated on the basis of its accuracy, academic rigor, clarity, and ability to engage the viewers. The video is not assessed on the basis of its technical merits (i.e., you will not get extra points because the final product is visually impressive in a way that does not bear on effective communication). Note that sound is more important than video—if no one can hear it, we cannot watch it.

Deliverables

There are two deliverables:

1. The planning tools (storyboard and script) *-This is not required to submit the final video to be considered for the scholarship.*
2. The final video (along with signed video release forms)—due on September 15, 2017.

Required elements for the video

1. *Length.* Your video should be 4–7 minutes in length, plus time for a “credit roll” to show your references.
2. *Style.* There are no restrictions on the style of the video (i.e., you may use a narrated slide show, a recorded lecture, a digital whiteboard, a stop motion animation (Claymation), a sock puppet show, animated graphics, a scripted scene, filmed artist drawings on paper, “man on the street” interviews, a combination of the above, etc.)
3. *Title slide.* Your video should begin with a descriptive title, your name(s), and the name of the school, topic, as well as the year in which it was created.
4. *Original content.* Aim to create your own resources. That means using your own drawings, pictures, music, animations, filmed scenes, and interviews. Where this is not possible, be sure that you only use material which falls under Creative Commons license (that you can use and modify without breaking copyright laws).
5. *Interview.* You must conduct and include an interview with an expert. You may conduct the interview in person, on Skype, by phone, or by e-mail. Once you have identified a suitable person, contact them ahead of time to politely request an interview. Inform them that it will be recorded and request their permission to do so (it’s the law!). Remember to be courteous and respectful of their time. That means preparing at most three questions and taking less than 10 minutes of their time. The list of proposed interviewees and the three interview questions must be approved by the instructor/advisor when you submit your script and storyboard before you conduct the interview.
6. *Video release forms.* Anyone who is featured and identifiable in your video (interviewee, man on the street, actor, narrator, etc.) must sign a Video Release Form, which you can obtain from your instructor/advisor. You must submit these completed forms when you submit your video.
7. *References.* All artifacts (images, videos, music, sound effect, etc.) used in the video which you did not create yourself must be cited at the end. You do not need to use a complete reference; simply include a brief description of the item and a web

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address where the item was found (e.g., Picture of kitten www.sPCA.com). Be sure that all are subject to a Creative Commons license. Include a separate section where you credit the sources of information you used to research your video. This information should be cited using a complete reference. Your instructor/advisor will provide suggestions about how to complete this step more easily.

8. *Credits.* Acknowledge the people who contributed to the video, including yourself, your interviewees, narrators and actors, people who supported the production, and your instructors, advisor, and specify that the video was made within the context of this National Forum for Black Public Administrators (NFBPA) Emerging Leaders Symposium Competition Scholarship Awards (major, institution, and date) and may be published via media outlets.

9. *File format.* Your video must be submitted in one of the following file formats: .mov, .mv4, mp4, .wmv. Note that these are rendered movies, that is, files that will play on someone else's computer. Be sure to test your finished product ahead of the deadline.

How to Begin

Your project will take place in three separate stages:

1. *Planning.* This is the phase where you research your topic and envision how your video will look and sound (using planning tools such as the script and storyboard).
2. *Production.* This means creating and collecting all the artifacts (e.g., images, videos, sounds, narration) you will need for the video.
3. *Editing.* This stage is done using video-editing software such as Power Point, iMovie, or Movie Maker, where you stitch the artifacts together and synch then in time with a narration or other sounds.

Resources

The website www.desktop-documentaries.com provides a wealth of information on possible storytelling techniques, basic video structure, scriptwriting advice, and more. If you are drawing a blank, consider structuring your video as you would an essay (hook, thesis statement, arguments that support your thesis, summary).

Elements that make a video effective at communicating information.

Good quality audio

- Narration is clear.
- Music does not detract from or obscure narration (i.e., avoid music with singing, and the volume of the soundtrack should be low compared with the narration).
- If, for reasons that cannot be circumvented (e.g., wind at the time of recording), the sound is unclear, subtitles may help viewers make sense of the scene and remain engaged.

Pacing

- Slow enough to give viewers a chance to think about the information presented.
- Pause between sections of the video that present different concepts to indicate a break (it's like starting a new paragraph on paper).
- Show images for long enough that a viewer can make sense of them but change them periodically to ensure that viewers remain attentive.

Relevant visuals

- Visuals match the narration.
- The narration orients the viewer to the image (e.g., the narrator says "in the left hand corner of the circle there is a blue dot that represents electrons . . .").
- Include subheadings or tag lines to emphasize new vocabulary or to introduce someone.

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- Avoids distractors such as fancy transitions, tangents, and audio-visual overstimulation.

Appropriate for audience

- Targeted to an audience of peers; it is neither too technical nor too simplistic. It should help your peer learn something new.
- Go for depth rather than breadth.
- Video is respectful; it does not denigrate others, use offensive language or imagery, or inappropriate humor.

View sample video formats as examples of styles that could be used in the creation of your own videos. This list is not exhaustive and the videos are not necessarily engaging, but viewing these videos typically gives students ideas for your own project and generates a lot of excitement.

Acting

Students may put on a play in which they act out a script in the service of delivering their content. One example is When and Where are Black Bears White? (<https://youtu.be/oNy6Or7Mf9Y>)

Animation

These are several types of animations that students may create.

- PowerPoint may be used to illustrate biological processes. Custom animations move forms and figures around in a choreographed manner. Sample Animation of Mitosis (https://youtu.be/kk1kcC_NESU).
- Online tools and apps also make the creation of animated characters a possibility. Examples include a cartoon animation Where Does all Your Tax Money Go? (<https://youtu.be/2kU4HDKkfr8>) and a Sock Puppets Tutorial (<https://youtu.be/1fsl2lGWNDc>).

Documentary

- The documentary style is familiar to many and can mix several different formats in the telling of a narrative. The trailer for the documentary Life According to Sam (<https://vimeo.com/74468499>) is particularly poignant and illustrates the power of this format.

Interviews

Interviewing an expert, whether in person, by Skype, by phone, or by e-mail, can enhance the perspectives conveyed in a video. This Student Interview (<https://youtu.be/2iy4i9bS9tk>) provides a taste of this format.

Man on the street

When addressing misconceptions, it may be informative or even entertaining to ask the average “man on the street” for his opinion about a topic. The YouTube Channel Veritasium uses this form particularly effectively (<https://youtu.be/vqDbMEdLiCs>)

Stop-motion animation (Claymation) and time-lapse photography

- When showing a phenomenon that takes place slowly, time-lapse photography (where pictures are taken at regular intervals and played back in rapid succession) is a striking option. See this Fruit and Vegetable Decomposition, *Time-Lapse* (https://youtu.be/coEn-_BVbGe).
- Claymation is a special form of stop-motion animation where the subject of the photos is made of plasticine. It can be an effective way to illustrate a biological process. Apps make this easy to do; my first attempt required 2 hours to produce a 2-minute video: Example of Uses of Claymation for Biology Instructors (Mitosis) (<https://youtu.be/YUkpMyk59PQ>).

Illustrating Words

There are times in a video where it is best to draw to illustrate words. There are several ways in which such a drawing can be incorporated in the video.

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- The host may simply write on a whiteboard or chalkboard while talking to the camera. Katie Gimbar's Flipped Classroom video showcases this technique. (<https://youtu.be/jMfSLXluiSE>).
- The artist may draw on a whiteboard and the action may be sped up using stopmotion animation techniques. The finished product could look like this Minute Physics video (<https://youtu.be/IOYyCHGWJq4>). One of my students used a white poster board. She pre-drew her graphics using pencil, which was too faint to be picked up by the camera. She then used a black marker to trace the pencil drawings, which then became visible to the camera. This little trick made her drawing seem self-assured when in fact they were meticulously pre-planned.
- Several apps such as Doceri and Explain Everything allow users to use a tablet to prepare digital whiteboard presentations that can be saved as videos. The end product looks like the videos of the Khan Academy (https://youtu.be/u6gpw_Deth8).

Recreation of what the storyboard for the first three scenes of the student video DDT: The Savior and the Destroyer (<https://youtu.be/QHeNo48zsRE>) might have looked like. The quality of the sketches is not important; rather, students must think carefully about the nature of the image that would best illustrate their narration of the selected topic. The information in the storyboard may contain the script, sound effects that will be heard while showing that visual, timing, type of transition used between visuals, and so forth.

Rubric for video project

The video project submission deadlines of September 1, 2017. The video is scored based on its effectiveness in communicating new content and portray of the Social Justice topic, not on its technological merits.

Planning Tools (Script and Storyboard)

Students may choose to prepare a script and storyboard as a way to plan their video and receive feedback. This is not required to submit the final video to be considered for the scholarship.

The following requirements must be met.

- Planning documents show evidence of extensive research that give students a good grasp of the topic. If students were examined on this topic, they would pass the test.
- The storyboard and script should be coherent and logical.
- Reading the script aloud takes roughly 3–6 minutes, indicating that there is sufficient material to support a 4–7 minute movie (adding visuals will add time to the video).
- Each part of the script is explicitly and clearly linked to a scene in the storyboard.
- The script and storyboard are described in sufficient details that if they were given to another student, this person could produce the video and achieve a product similar to the one originally envisioned.
- The documents are submitted in a professional manner. The pages are bound together, numbered, and organized; the names of the author(s) is clearly indicated; the script is either typed or hand-written in clear penmanship; and while artistic talent is not a requirement for the sketches in the storyboard, the drawings should clearly show what the author(s) envisions for the scene.

Final Video

The videos are evaluated on the basis of the following criteria: addressing topic, accuracy, academic rigor, clarity, and ability to engage the viewer. These criteria are described below. Each has equal weight.

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Once the score is determined, student will be invited to the Symposium to present the video and compete for a scholarship. If the video is complete, then the score remains unchanged. However, if a video lacks required elements, the score is adjusted. For example, if a video does not include an interview with an expert, the score is multiplied by 0.9 (i.e., students lose 10% of their final score). Expert Panelist will review and score the application and video presentation and has establish a “weighing factor” for each required element.

Topic - Student must choose one or more topic(s) and present a video addressing the social justice topic as a Public Administrator professional

- Community Development Social Equity – “How does the social equity address disparity related to Housing, Education and/ or Public Health in our communities.”
- Economic Prosperity Segregation – “How to Bridge and Close the Prosperity Gaps in our communities.”
- Criminal Justice Reform – “How can we improve the criminal justice system so that it works for all residents in our communities?”
- Immigration Reform – “How would legalized Immigration effort the work place/educational system”
- Generational Divide – “How can we mend the generational divide in the public sector workplace?”

Accuracy - All of the information provided in the video is correct, as verified by trusted sources of information (these sources must be listed in the citations at the end of the video).

Academic Rigor - The authors of the video show good grasp of the information they are communicating. There is evidence of depth of research and viewers learn a reasonable amount of new information by watching the video. The information is challenging to community stakeholders but not incomprehensible.

Clarity - Information is communicated clearly and logically and is disclosed progressively to build on the previous foundation and provide a richer understanding. The organization of the video is coherent and flows from one part to the next into a seamless narrative.

Ability to Engage the Viewer - The video is interesting to watch. It elicits curiosity and a desire to know more. The video shows evidence of creative and original thinking in presenting the information.

Completeness - The video meets the following submission criteria:

- Submitted by the deadline
 - Submitted in the expected file format
 - Complies with the 4–7 minutes length
 - Address the selected topic
 - Includes the required components for the movie (such as including a title, interviews, citations, original artwork, signed Video Release Forms, etc.)
- Minimal requirement. The minimal requirement for applying for this scholarship is the submission of a file in which there is audio (video may be missing or be of subpar quality). A coherent audio file will allow the work to be assessed and scored, though some points will be lost for completeness.*