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State Files - New Jersey [2]

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NEW JERSEY YOUTH CORPS OF MIDDLESEX COUNTY

co-sponsored by
NBPS, ADULT LEARNING CENTER & IMHUS, COMMUNITY MENTAL HEALTH CENTER
100 Bayard Street (3rd floor)
New Brunswick, NJ 08901-3166
(908) 416-2200

TARGET POPULATION: 16 - 25 year old out-of-school youth

CURRENT ENROLLMENT: 60, as of 10/92 - FY '93 (90 for FY 1992)

PROGRAM DESCRIPTION: Program combines diploma preparation (3 hours per day) with paid work experience in community service (4 hours per day). Employment readiness training, career and placement services and personal counseling are provided to address barriers to success.

PROGRAM GOALS: To assist out-of-school youth in earning a high school diploma, gaining positive work experience, and ultimately obtaining full-time employment or admission to college or job-training.

WORK EXPERIENCE: Community Service Projects

* Community Service - 67,516 total hours since program began

CITY OF NEW BRUNSWICK:

Department of Public Property: (Contact: Mike Blackwell)

- Constructed storage shed for Recycling Center
- Guttered & framed 1st floor room in train station for restaurant-
- Constructed storage space & benches for men's shelter (Rt. 18)
- Painted interior & installed screens at Fire Stations (Joyce Kilmer & Rutgers Village)

PLANNED: Construction of flower boxes for train station

Office of Community Development: (Contact: Harry Ayala)

- Exterior painting of senior citizens' homes

Div. of Youth Services: (Contact: Dave Blavins)

- After-school tutoring & mentoring program
- Paul Robeson, Lord Stirling & other schools & Memorial Homes

ST. JOHN'S COMMUNITY CENTER: (Contact: Father Joe Szulwach)

- Renovating complete interior of building

PLANNED PARENTHOOD: (Contact: Ellen Samuels)

- Constructing office space & installing security window

YMCA NUTRITION PROJECT FOR THE ELDERLY: (Contact: Margarita Rodriguez)

- Provide support services to nutrition project staff

PURTO RICO ACTION BOARD: (Contact: Anna Lopez)

- Teacher assistance for day care program

ROBERT WOOD JOHNSON UNIVERSITY HOSPITAL: (Contact: Phyllis Heffernan)

- Provide support to emergency, social services, admissions, escort services, dietary, engineering, information services

DYER STATEWIDE RESOURCES: (Contact: Marge Regan)

- Inventory and distribution of emergency clothing

IMMIGRANT MUSEUM:

- Light construction and clerical responsibilities

MESEK'S PROMISKI (Soup kitchen)

- Cook, rotate stock, take in deliveries, serve meals, etc

CROSSROADS THEATRE COMPANY:

- Clerical responsibilities

TOTAL P.24

New Jersey's Youth Apprenticeship Program

Governor Florio is committed to strengthening the school-to-work transition for the "forgotten half" of high school students who do not go on to college. In his State of the State address, the Governor pledged to create a youth apprenticeship program that will provide students with meaningful career preparation, beginning during the later years of high school. The Governor backed up this promise with a \$4.5 million appropriation in his budget proposal for the 1994 fiscal year. This money will be used to create approximately 4-5 pilot youth apprenticeship programs involving business, secondary schools and higher education institutions.

The basic principles underlying New Jersey's Youth Apprenticeship Program are:

- * Business, secondary schools and higher education work together as partners in providing the program
- * Employers provide paid work experience and learning
- * High standards are set for both vocational and academic learning
- * School and work-based learning must be integrated
- * The program will extend for at least one year beyond high school graduation
- * Participants will receive broadly recognized academic and professional credentials so that credits are transferrable and industry certifications are recognized by many employers

New Jersey is hopeful that the Clinton Administration will provide seed funding so that additional models can be created, with an eye toward creating systemic change on a statewide/national basis. It is our hope that such funding will prescribe a general framework, but not a specific program design so that New Jersey and other states will have flexibility to design youth apprenticeship programs that meet our state's unique needs and structure.

Contact: Judy Savage
777-1243

THE STAR-LEDGER
Friday, February 26, 1993

Jersey's youth corps wins praise

By J. SCOTT ORR

Star-Ledger Washington Bureau

WASHINGTON—The federal government should devote new resources to community service programs—like the New Jersey Youth Corps of Newark—that help disenfranchised youth in the nation's inner cities, the program's director told Congress yesterday.

Mariene Maryck, who runs the Newark-based community service program, told the House subcommittee on select education and civil rights that funds provided under two bills to encourage volunteer service should be doubled in the fiscal year that begins Oct. 1.

"The Domestic Volunteer Service Act and National and Community Service Act are important legislative acts which have provided the stimuli to develop the infrastructure which will provide opportunities for more Americans to serve," Maryck said.

She went on to recommend changes in existing regulations so that stipends and post-service benefits are

not counted as income. She said this change would enable individuals receiving other public assistance to serve without being penalized.

New Jersey is one of 25 states receiving funding from the National and Community Service Commission, beginning with a pilot program in Paterson. The Paterson program, which provided education and job training for high school dropouts who then worked on community projects, was replicated around the state.

Statewide, the youth corps programs have served more than 6,500 young adults, who combined to perform more than 900,000 hours of community service. Maryck said a study of 5,000 of the participants showed they are three times more likely to receive a high school diploma than their counterparts in traditional programs and five times more likely to be placed in jobs or job training.

"Corps members at the New Jersey Youth Corps of Newark are representative of the disenfranchised youth of our urban communities. These are young people who had previously been categorically denied an opportunity to enhance their potential as human beings," Maryck said.

Yesterday's hearing focused on successful community service initiatives as part of the reauthorization of the federal programs that lend assistance to local projects. In addition, the community is considering President Clinton's national service proposal.

Rep. Donald Payne (D-10th Dist.), a member of the panel, called for linking programs like the youth corps with the "boot camp" concept that is under consideration in New Jersey and elsewhere.

OPERATION HOPE

School corps proposed to aid urban poor

By Dan Weisman

The Florio administration wants to dispatch a 100-member urban peace corps to 16 of the state's "poorest" city schools to work with parents in breaking the grip of poverty, violence, drugs and chronic unemployment.

The corps would be composed of college students and recent graduates, business people and residents.

Martin Friedman of the Department of Higher Education said the state is seeking a \$4 million federal grant to put the Urban School Service Corps into operation as a national model.

"Our states are in terrible shape, and education has to be part of the solution," said Friedman. He said the goals of the proposal are to reduce dropouts, increase the number of high school graduates who go on to college and increase the education of parents.

"It would solve many problems," Friedman said, adding he was hopeful everything would be underway by March.

The state is pushing for the \$4 million award, which he hopes would become an annual payment, to get a concentrated focus on the poorest schools in cities such as Newark, Jersey City, Newark, Camden, Trenton, Paterson, Hoboken, Camden and Atlantic City.

"I see hope," said Frank E. Walker, principal at Newark's Bergen Street School. "Money does not solve all the problems, but if we can deal with the things that affect students' learning, then you will see a difference in the academic climate."

Walker's Bergen Street School is one of the schools that was selected by the Florio administration for the pilot program.

Gov. Jim Florio outlined the basics of the proposal in his State of the State Address earlier this month.



Kenneth Muir
Breaking barriers

saying, "by making sure that all children come to school ready to learn, we can start to remove poverty as a barrier to educational success."

In an interview, the Governor said he was enthusiastic about the components of the program. He said he was also confident that the New Jersey projects would become national models.

Friedman said the New Jersey model "is fully compatible with President Clinton's inaugural address call for a national service program."

And Friedman said, "This is a plan not only for New Jersey but is a pilot for a national program."

The Urban School Service Corps, he said, would be composed of teams for each of the 16 schools. Each team will have parents and recent college graduates who will be hired as full-time staff, as well as volunteers.

The parents of children attending

the selected schools, including recent immigrants, would be hired for full-time jobs that pay a salary equal to the federal poverty level for a family of two \$2,400 a year.

Along with the salary, Friedman said, the parents, "who we expect would be most unemployed or underemployed or on welfare," would get fully paid health benefits and a "post service benefit" of at least \$5,000 that would pay for their own education.

Under that arrangement, Friedman said, parents who would be involved in setting up and running after-school activities such as tutoring, home visits and clubs or working directly with the students, would be able to work for two years in the schools and then go back to college in New Jersey "without cost."

He said those who did not graduate from high school would be provided with equivalency diploma courses and career counseling.

"We are going to seek to attract people who have some interest in a career in human services, education, health services or social services, the so-called helping professions," Friedman said.

Under that formula, he said, "We can visualize a 27-year-old welfare mother who never held a job getting involved in a literacy program, going to community college for two years and a full-time college for two years. And after that, she could come out qualified to be an elementary school teacher."

In addition to the parents, Friedman said, recent college graduates would be brought in to the 16 schools to work on such things as literacy programs for both the pupils and their parents in areas where "we expect there will be a high degree of literacy."

Friedman said the pay scale for

the college graduates will be determined. He said they would all receive fully paid health benefits and a post service award to finance post-graduate study. That has yet to be worked out, he said.

The third group, Friedman said, would be made up of a variety of part-time, unpaid volunteers such as college freshmen who would be asked to make a three-year commitment in return for an annual \$5,000 a year grant that could be used to pay tuition.

He said businessmen and women would be involved in a voluntary effort that could range from helping to give business management help with school security, energy management and in-service training programs.

Friedman said the program envisioned using "local people in education." He explained these could be local people who are just getting out of rehabilitation programs, the New Jersey Youth Corps or some form of re-entry program to avoid further trouble.

"We want them to be role models for 8 to 24 year olds who are really on

the threshold of a bad situation," said Friedman.

He said an intense effort would be launched to extend the school day through the formation of clubs and bands.

In addition, parents would be encouraged to take part in the education of their children and improve their own status. Friedman said he added skills would be taught to help unemployed parents find work and establish themselves in careers.

Parents would be taught child-raising skills and efforts would be made to resolve the culture clash in schools that have populations that speak as many as 30 different languages.

Friedman, who is administering the project, said the state, working through the Federal Commission set up to run the National and Community Anti-Funding program, has already received these grants to improve education through other volunteer programs.

One such project already financed by a federal grant is a cooperative venture between Mountain Lakes High School and J.F. Kennedy High School in Paterson.

Mountain Lakes Assistant Presi-

dent Kenneth Muir, who runs the Mountain Lakes part of the project, said joint activities ranging from joint nights to attending each others' assemblies has "broken barriers and all of a sudden the most wonderful kids want to get involved."

J.F. Social Studies teacher Thomas DeStefano, who operates the Paterson portion, said letting "the kids get together on an informal basis and live in a very positive environment."

The \$5,000 grant would expand the existing two-year-old program that brings white suburbanites in district towns with mostly Hispanic urban residents of Paterson.

DeStefano and Muir said the new grant will finance the cleanup of a mile of the water reservoir system below the Great Falls in Paterson's Historic District. They both said they expect benefits from involving youngsters from different socio-economic backgrounds in a common project.

But while the Paterson-Mountain Lakes venture is part of the overall program, Friedman said the urban peace corps initiative is the most far-reaching of all. And the goals are broader than any of the other programs.

HIGHLIGHTS OF BUDGET PROPOSED BY GOVERNOR JIM FLORIO

FISCAL YEAR 1994 (July 1, 1993 - June 30, 1994)

Governor Jim Florio's FY 94 proposed budget totals \$15.6 billion, an increase of \$904.3 million or 6.1 percent. It represents his continuing commitment to streamline government, rebuild New Jersey's economy and create jobs, enable property tax relief, provide for affordable and accessible health care, and expand educational opportunities. The budget builds on the success New Jersey has achieved in these areas and maintains the Governor's commitment to a government that meets the vital needs of the state with the most efficient and effective use of public resources.

✓ **KEEPING NEW JERSEY'S HOUSE IN ORDER**

- **NO NEW TAXES**

Governor Florio's FY 94 Budget is *balanced* and contains *no* new tax increases for the third consecutive year.

- **RAINY DAY FUND**

Contains \$103 million, the first deposit into the state's Rainy Day Fund, signed into law by Governor Florio in 1990. The Rainy Day Fund ensures a guarantee against shortfalls or downturns in the economy.

- **STREAMLINING STATE GOVERNMENT**

Through early retirement and continued attrition programs, the state workforce will be reduced by 4,700 for a total reduction during the last four years of more than 9,000.

- **NO NEW FARE HIKES**

For the third consecutive year, Governor Florio's proposed budget holds the line on transit fares for New Jersey commuters.

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✓ **REBUILDING OUR STATE AND CREATING JOBS**

- **\$1 BILLION PLAN FOR CAPITAL IMPROVEMENTS**

Governor Florio's proposed budget includes a \$283.5 investment program to cover environmental, life safety, renovation and acquisition costs for state facilities, including \$155 million for local school facilities and \$15 million for shore protection. The investment program, along with other budget items, is part of the Governor's \$1 billion Capital Improvements Plan he outlined in his recent State of the State Address. The Capital Improvements Plan is aimed at rebuilding the state's infrastructure, school facilities and safety facilities, and create jobs.

- **YOUTH APPRENTICESHIP PROGRAM**

Proposed by Governor Florio in his recent State of the State Address, the Youth Apprenticeship Program will provide skill training opportunities for high school students and non-college bound high school graduates. The FY 94 budget includes \$4.5 million to begin the new program aimed at strengthening the link between schooling and occupational training.

In New Jersey, a significant percentage of the high school senior class does not enter post-secondary education programs. For New Jersey to remain competitive, we need to invest in the education and work skills of those people. The Youth Apprenticeship Program is designed to educate and train young people, beginning in the tenth grade, by focusing on the school-to-work transition and building stronger, more applied employer-school partnerships in light of the changing work environment.

- **CREATING THE JOBS OF TOMORROW- NJCAT**

Just as Japan and Europe have demonstrated the benefits of linking academic and industrial bases, New Jersey needs to maximize its resources and target them to the marketplace. The Governor's proposed budget includes \$300,000 to begin the New Jersey Corporation for Advanced Technology which the Governor proposed in his State of the State Address. NJCAT will transform environmental research and development investment into jobs for the state.

- **FUNDING FOR JOB TRAINING**

The proposed budget includes \$50 million for the state's Workforce Development Partnership Program. The program, which is funded from the current unemployment insurance deduction, will provide customized skills training and individual training grants. The White House has announced plans for a job training program, which officials said is modeled largely on New Jersey's Workforce Development program.

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✓ **EDUCATING OUR CHILDREN**

- **EXPANDING GOODSTARTS**

GoodStarts, the state's early childhood education program, will be expanded by \$1.5 million, doubling the number of children served to 1,500 students.

- **KEEPING COLLEGE AFFORDABLE**

- **Tuition Stabilization Incentive Program**

Tuition increases have become a particularly sensitive issue given the financial constraints facing middle-class families in these difficult economic times. The Tuition Stabilization Incentive Program is designed to assist New Jersey families by providing the state's public colleges and universities with \$30 million in FY 1994 to limit tuition growth in FY 1994.

The Tuition Stabilization Incentive Program is a sensible alternative to "out-of-control" tuition increases currently being experienced in other states. This program will ensure that New Jersey institutions continue to offer an affordable, quality higher education to its residents in FY 1994.

Under this program, institutions will receive incentive funds if they limit undergraduate tuition increases to no more than 5 percent. All public institutions would be eligible to participate in the program; incentive funds would be allocated proportionately between institutions based on the amount of tuition revenue collected annually by the colleges.

- **Boosting Tuition Aid Grants**

Tuition Aid Grants (TAG) are increased by \$16.5 million and Equal Opportunity Fund grants (EOF) are increased by \$3.5 million to assist 58,000 low and moderate income families.

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✓ **KEEPING OUR COMMUNITIES SAFE**

• **COMMUNITY POLICING PROGRAM**

The proposed FY 94 budget includes \$15 million for a Police/Community partnership program, a comprehensive and integrated approach to making New Jersey's streets and communities safer. The program will help remove violent offenders from the streets, provide community-oriented policing programs, development of safe haven/community centers, and neighborhood revitalization through economic development activities.

- **NEW TROOPER CLASS**

Governor Florio's proposed budget includes \$2.8 million to train a new 90-member, 114th State Police class, as well as \$2.4 million to support the current graduating class.

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✓ **A HEALTHIER NEW JERSEY**

- **PREVENTIVE HEALTH PROGRAM FOR UNINSURED CHILDREN**

Governor Florio's proposed budget includes \$1 million to initiate a Preventive Health Program for 250,000 uninsured New Jersey children, an initiative he proposed in his recent State of the State Address.

Health insurance coverage for low-income, underinsured and uninsured New Jersey families is typically available through Medicaid, New Jersey Care, Healthstart and Healthstart Plus. New Jersey SHIELD, the state's new program to provide access for an additional 500,000 uninsured New Jerseyans, will be

line in about a year. New Jersey has taken bold steps in eliminating insurance practices that have prevented people from entering the health insurance market, such as the elimination of pre-existing conditions, and implemented guaranteed issue and open enrollment.

Today, nearly 250,000 children under the age of 19 lack health insurance coverage in New Jersey. Most of these children are in families where one or both parents are working. Yet these working-class families cannot obtain insurance through the workplace.

Governor Florio has proposed that the Legislature adopt a program for New Jersey modeled after other successful state programs. For example, Florida has established a program through local school districts which act as the purchasing agent. The children are the enrollees at a nominal fee and then they can enroll their uninsured parents. In Connecticut, "Healthy Steps" is a contract with Blue Cross/Blue Shield to provide insurance to families under 200 percent of the poverty level for children up to age 14.

- **HEALTH CARE SUBSIDY FUND**

The budget includes an \$81.5 million fund, set up under the New Jersey Health Care Reform Act, to support hospitals serving a large number of uninsured individuals, which will be matched by a federal grant.

- **GREATER HELP FOR HIGH-RISK PEOPLE**

Funding totalling \$68 million, an increase of \$13 million, is included in the proposed budget to address care for high risk populations such as drugs, AIDs, Tuberculosis and other major health problems.

- **VETERANS' ASSISTANCE**

The budget proposes \$3.9 million for veterans' facilities, which includes the design of a new Veterans' Home at Menlo Park. This project will garner a 65 percent federal match when it begins construction in fiscal year 1995.

INFRASTRUCTURE: TRANSPORTATION

Governor Florio lead the rest of the nation in infrastructure investment when he created his New Jersey WORKSI program three years ago. Today New Jersey has nearly 300 construction projects under way throughout the state worth \$2 billion. These projects are not only helping to repair the state highways and bridges, but are also creating thousands of jobs. The Governor is continuing his commitment on Monday when he will submit a \$1.4 billion capital program for the Department of Transportation and the state's transit agency, NJ TRANSIT. This program is expected to generate more than 42,000 construction related jobs.

NEW JERSEY'S FUNDING FROM THE COMMISSION ON
NATIONAL AND COMMUNITY SERVICE

New Jersey received funding in all four program categories from the Commission on National and Community Service. Only two states -- New Jersey and Massachusetts -- received funding under all available categories. The grants are:

- * Serve America - \$493,000 to develop community service for young people in grades Kindergarten through 12, as well as for school drop-outs. Through this funding, New Jersey has awarded grants to 19 programs, for which it was required that a high wealth and low wealth school develop a partnership for community service.
- * Higher Education - \$200,000 to enhance community service and service learning for college students and to develop their leadership capacities.
- * Youth Corps - \$1 million to enhance and extend the work of NJ's nationally recognized Youth Corps, which provides education and community service for drop-out youth.
- * National and Community Service Demonstration - A \$150,000 planning grant to enable New Jersey to fully develop its concept of an Urban Schools Service Corps. The Corps would bring together individuals of different localities, incomes, ages and backgrounds to work together in schools in our neediest communities. The planning grant has led to the development of a full operational proposal to deploy 275 Corpsmembers into 15 urban schools that are restructuring using the school reform model of Dr. James Comer of Yale University. New Jersey has requested \$4.2 million for the first year of operation.

NEW JERSEY'S SERVE AMERICA

The flight from the cities to the suburbs has left New Jersey with some of the most economically and racially segregated school systems in the country. Because we believe that creating one New Jersey must begin with the schools, we plan to use Serve America funds to bring students from the poorest school districts together with those from wealthier ones to work collaboratively on vital community service projects.

We envision cooperative work on projects such as the "Greening of the City" in which students reclaim vacant land for public recreational uses. They may want to expand current projects, such as a mentoring program for younger students or Teens Teaching Kids About Drug Abuse. They may choose to work with other volunteers such as Youth Corps or college students or out-of-school youth on "Signature Projects," short-term or weekend projects involving a large group of workers, such as building handicapped access ramps at the New Jersey shore.

New Jersey is poised to expand service learning activities for K-12 students and, in particular, the opportunities for students from diverse backgrounds to work together in such activities, because of the confluence of three factors.

First, Youth Service New Jersey, an organization of 75 school and community-based groups promoting service learning, has assisted at least twenty schools to institute service learning projects. Youth Service New Jersey and students in those programs have taken the lead in planning for expansion under the Act. However, the majority of these schools, as noted in the State Plan, are in middle class or wealthier communities.

Second, in 1986 New Jersey instituted School Based Youth Service Programs (SBYSP). Located in 31 poorer urban and rural schools, SBYSP is an award-winning program that serves more than 18,000 students annually. Using part of an award from the Ford Foundation and state funds, SBYSP began to offer community service opportunities as part of its program. In most cases, however, SBYSP staff are not acquainted with the concepts of service learning and the programs are not tied to the curriculum nor do they necessarily include discussion or reflection.

The third factor that affects the expansion of service learning are current curriculum reforms being made by the State Department of Education. The Department has made innovative changes in the civics and history curricula that emphasize participation in the community. The Department now looks to the development of service learning and the inclusion of community service in the curriculum.

When these three factors are taken into account, we believe we can introduce service learning into programs serving students and out-of-school youth who will contribute more than 80,000 additional hours of community service in the first year.

NEW JERSEY URBAN SCHOOL SERVICE CORPS

The State of New Jersey proposes to establish an Urban School Service Corps to bring together individuals across barriers of locality, income, and age to work together in meeting the educational needs of our communities. This program will build upon the foundation of volunteerism within our local communities and at the state level, and will enhance the scope and capacity of this sector to deal more effectively with identified critical educational issues and the New Jersey State Plan.

As we view the schools as a reflection of the disparities among our communities, so too do we view the schools as the locus for community change. One of the school reform efforts that has been most notable and which is gaining national recognition, is the Comer School model, which has been developed by Dr. James Comer of Yale University in New Haven. Under the auspices of the New Jersey's Department of Education, Division of Urban Education, New Jersey is the first state to adopt it as a statewide strategy beginning with 26 special needs school districts during the 1991-92 school year. The number will be increased incrementally until 68 schools are engaged in the program by June, 1994.

New Jersey's Comer School Development Program is designed to help urban schools and school districts create a climate that supports improved outcomes for all learners. One of the key goals of a Comer School is to involve parents, grandparents, and other concerned community people in the life of the school. This facet of Comer provides an excellent opportunity for community service participation of adults, students, and senior citizens in meaningful full-time and part-time activities. These service activities will include:

- o development of afterschool programs to extend the day and provide safe haven and meaningful activities for youth;
- o enhancement of classroom activities through the involvement of concerned adults who bring needed skills to the students;
- o outreach to uninvolved parents and family members who have been reluctant to participate in school activities;
- o development of linkages with the full range of social service agencies, health and mental health programs, and employment and training opportunities that are needed by students and families; and
- o outreach to homeless children and their families to bring them back to school and help them with their educational and social service needs.

These experiences will help to focus the service participants on program areas that provide career orientation into fields related to social services, child care, education, health services, job counseling, etc. Introduction to work in these fields will dovetail with the Act's provision of post-service benefits targeted to education, and N.J.'s goals of developing a continuum of career and education growth for its participants.

NEW JERSEY YOUTH CORPS

New Jersey Youth Corps is a nationally recognized community service program targeting high school dropouts. In New Jersey, 16% of students drop out of high school each year. This number swells to over 62% in certain urban areas. The unemployment rate statewide for youth 16-19 averages 18.2%, with much higher rates in urban areas. Youth Corps, combining community service and education leading to a high school diploma, has reconnected young people to the educational and employment system.

The National and Community Service Act will allow New Jersey to significantly strengthen and expand the current Youth Corps program as well as link it with the other components of the Act in the following ways:

Enhancement of New Jersey Youth Corps: Youth Corps will add a one year full-time community service component. Participants will include Youth Corps completers, college students and other young adults, providing a more culturally diverse population and transition from the Corps to continued education, training or job placement.

Introduction of a Comprehensive Summer Program: With programs supported by the Job Training Partnership Act, summer full-time community service will incorporate college, high school youth and Corpsmembers in a community service work experience.

Post-Service Benefits: Scholarships and incentives for college or training will be offered to Youth Corps completers.

Link with Higher Education: College students will work with Youth Corpsmembers as mentors, Crew Leaders, tutors and trainers. Corpsmembers will participate in the Academy for Community Service and Service Learning to receive leadership training.

In-School Intervention: Youth Corps members will work with elementary and middle school students as crew leaders, mentors and tutors.

The implementation of these components will result in the addition of 414 full time Corpsmembers, including 36 assistant crew leaders and 24 non-participant volunteers, increase the number, intensity, and the diversity of crew projects, and increase the number of community service volunteers as described in the narrative section of this proposal. An additional 561,000 hours of community service will be added to the current hours provided annually by Corpsmembers.

2005 DRAFT IN PROGRESS
Writing for Clinton

David Applebaum

Governor Jim Florio

Amy Jacob

February 25, 1993

Re: Background on New Jersey Community Service Initiatives for 3/1/93 Event with President Clinton

On Monday, March 1, you will accompany President Clinton to the New Brunswick Adult Learning Center for a site visit, and then to the Rutgers Athletic Center for the President's address on National Service.

The Adult Learning Center houses the Middlesex County chapter of the New Jersey Youth Corps program. During this visit, you will have an opportunity to speak with Rutgers students who volunteer at the Adult Learning Center as tutors and mentors, and also with Youth Corps participants.

Background on the Adult Learning Center, the Rutgers Community Service program, the Youth Corps program, and the State Plan for Community Service follows.

New Brunswick Adult Learning Center

Judith Kesin is the director and founder of the New Brunswick Adult Learning Center, which is part of the New Brunswick Public School System. The Adult Learning Center was founded in 1980. Besides Youth Corps, the Center offers adult high school, GED preparation, evening school for foreign born, English as a second language, REACH and JTPA programs, career education, and parenting education programs. Judith Kesin was just recently appointed by you to the State Council on Adult Education and Literacy.

Walt Whitman Center for Culture and Politics of Democracy, Rutgers

The Adult Learning Center works closely with the Walt Whitman Center for Culture and Politics of Democracy at Rutgers. Rutgers students from the Walt Whitman Center often serve as tutors and mentors for the Adult Learning Center. You may possibly meet Dr. Benjamin Barber, the director of the Walt Whitman Center. Its objective is to teach students citizenship and democracy by combining academic experience with community service. The center is three years old and has received national recognition as a model program by the New Citizenship group. The program includes twenty undergraduate courses in the liberal arts disciplines, and work in community service.

New Jersey Youth Corps

New Jersey Youth Corps was established by legislation in 1984. It is a nationally recognized program designed for young adults between the ages of 16-25 who have not completed high school. Its goals are for Corpsmembers to complete secondary education by way of Adult High School or GED programs, and to prepare them for employment. Corpsmembers also receive counseling, job placement assistance, and participate in numerous community service projects. Currently, there are eleven programs located throughout the state. The State Youth Corps Office is located in the Department of Education.

Youth Corpsmembers are required to participate in the program on a full-time basis, spending half of each day in the Adult High School or GED program and the other half doing community service work, and are paid a small living-expense stipend. The program has been

very successful in New Jersey. Graduates of the program often go on to college or enter other job training programs and obtain full-time employment after participation.

Youth Corps' community service component is integral to the overall program. The different projects are varied across the state, and range from landscaping and construction projects, to clerical assistance and childcare. For example, the Jersey City Youth Corps just completed the construction of the "New Jersey Explorer," a children's museum located in East Orange that is scheduled to open at the end of March.

For the particular community service activities performed by the Middlesex Youth Corps, please see the attached bio entitled "New Jersey Youth Corps of Middlesex County."

One New Jersey: The State Plan for Community Service

In March of 1992 New Jersey applied for funds under the National Community Service Act, which were administered by the National Commission on Community Service. Our application to the Commission was our State Plan for Community Service which is called "One New Jersey." We were one of only two states (the other state was Massachusetts) to receive funding under all four components of the Act. We won approximately \$2 million total. The components are Serve America, Higher Education, Youth Corps, and National and Community Service. For details on each segment of the plan, please see the attachment entitled "New Jersey's Funding from the Commission on National and Community Service."

In November of 1992, you signed an Executive Order that reconstituted and renamed the Governor's Council on Private/Public Volunteer Partnerships. The Council is now called the Governor's Advisory Committee on Volunteerism and Community Service, and is responsible for the oversight of the State Plan.

It has been indicated that the Whitehouse Office of Community Service is interested in a proposal New Jersey set forth under the National and Community Service segment of the Act. We won a \$150,000 planning grant to more fully develop a proposal for an "Urban School Service Corps." This program would deploy 275 members to work restructuring urban schools using the Comer method. The Comer method is a nationally recognized school reform project that relies heavily on local support and particularly parent involvement in schools. (*This program may be mentioned in the President's address.) We have requested \$4.2 million for the first year of implementation of Urban School Service Corps.

NEW JERSEY'S HIGHER EDUCATION INNOVATION PROJECTS

There are three components in the higher education community service model which build on existing New Jersey model programs. All components are expected to contribute to: 1) increasing participation in community service and public service activities directed at the state's most critical needs; 2) incorporating and capitalizing on the knowledge and strengths of the volunteer activities of campus clubs, societies, sororities and fraternities; 3) increasing interest in other forms of experiential learning, such as internships and co-op; and 4) substantially increasing the student leadership cadre that will stimulate community-related programs well beyond the scope of this project.

Urban School Enrichment Programs: In 1991, the Department of Higher Education initiated eight school enrichment programs in urban school districts. Schools selected to participate served children with very high needs, and were either a Comer school, a school with a School Based Youth Services Program, or one that had some special characteristics relevant to this initiative.

These programs require: 1) undergraduates to work in the schools as part of an after-school program; 2) college and school students to jointly design and implement community service projects; and 3) technical assistance and training for teachers, faculty and students. For example: Kean College trains undergraduates to train and work with Newark high school students to jointly provide homework/tutoring services to elementary school students; Ramapo College students, working with New Jersey Youth Corps members, are engaging high school students in Paterson in an urban environmental and historical project related to Paterson City's bicentennial. Together, they will attend 12 environmental seminars, do historical research, plan, document, and then create historically relevant gardens throughout the city.

College Leadership New Jersey (CLNJ): The Partnership for New Jersey, an independent, not-for-profit association of the chief executive officers of New Jersey's 70 largest corporations, and the New Jersey colleges will create a new undergraduate student version of the highly regarded Leadership New Jersey program.

In six seminar sessions, students will benefit from corporate-style skills training to teach or reinforce a particular leadership skill, e.g. group problem-solving. Each seminar will address a different public policy issue, e.g. criminal justice, health and human services, environment, education, which will be conducted by business, government and research representatives. In addition, a 30 hour service project will be required in an area of the participant's own choosing, but must be related to an important human, educational, environmental, or other critical community issue, and to the seminars of CLNJ.

During their senior year following CLNJ, participants will be expected to continue their leadership role by mentoring new CLNJ participants, continuing to provide service in an area of their choice. They will also be given the opportunity to serve as staff in the Academy for Community Service and Service Learning's leadership training in Serve-America, Higher Education, National and Community Service, and Youth Corps programs.

Campus Capacity Building: Many of New Jersey's colleges have identified that undergraduate community service and service learning needs to be introduced or strengthened within the college curriculum, and the current campus infrastructure is limited for fostering widespread undergraduate community service and service learning opportunities.

This component will build colleges' ability to integrate civic responsibility and community service ethics in the curriculum, to provide service learning opportunities to undergraduate students, and to establish a campus infrastructure which will foster widespread undergraduate service. The Academy will coordinate this program using its training, evaluation, and dissemination coordinators. In large measure, it will organize a program in which key individuals from "mentor" campuses will provide a year long program of seminars. Between seminar sessions, participating institutions will work with an assigned "mentoring institution" to foster the development of their campus program.



State of New Jersey
DEPARTMENT OF HIGHER EDUCATION
20 WEST STATE STREET
CN 542
TRENTON, NEW JERSEY 08625

file: NJ
k-12

OFFICE OF SPECIAL AND INTERAGENCY PROGRAMS

MEMORANDUM

TO: Susan Stroud
FROM: Marty Friedman *M. Friedman*
SUBJ: New Jersey Urban Schools Service Corps
DATE: February 26, 1993

Below this memo are:

1. A one page summary of the Urban Schools Service Corps (USSC), taken from our recent submission to the CNCS.
2. An extract from our full proposal to the CNCS.
3. One of the fifteen Comer School plans for utilizing the USSC, which gives a more in-depth picture of how the USSC will work and what it will actually do.

I have much more material available (I sent Mike Camunez 6 inches of material); let me know if you need more.

By the way, in case you're working this week-end and need to reach me, my home phone number is 215-321-3795.

SUBTITLE D
NATIONAL AND COMMUNITY SERVICE PROJECT
NEW JERSEY'S URBAN SCHOOLS SERVICE CORPS
SUMMARY

The State of New Jersey, in partnership with 15 urban schools, proposes to create the Urban Schools Service Corps (USSC) composed of 275 individuals of different races, ethnicities, age, gender and income to meet the educational needs of the state's poorest students, parents and communities. The USSC will be established in public schools which are restructuring using the School Development Program model developed by Yale psychiatrist Dr. James Comer.

Each school will manage up to 10 full-time and 10 part-time corpsmembers. Corpsmembers will organize services and after-school activities for students and parents including tutoring and mentoring programs, job skills and parenting workshops, social service linkages and student community service programs.

Approximately half of the full-time corpsmembers will be identified and recruited by local schools from students' parents who may be without work or on welfare, but who demonstrate an interest in the school, in continuing their own education and learning a new skill.

The state will partner with Youth Corps, Foster Parents Association and other organizations to create an applicant pool for local schools and coordinate with new state programs in welfare and job training to support the corps.

SUBTITLE D
NATIONAL AND COMMUNITY SERVICE PROJECT
NEW JERSEY'S URBAN SCHOOLS SERVICE CORPS

INTRODUCTION

The State of New Jersey, in partnership with 15 urban schools, proposes to create the Urban Schools Service Corps (USSC) composed of 275 individuals of different races, ethnicities, age, gender and income to meet the educational and community needs of the state's poorest students, parents and communities.

The USSC will be established in schools which are restructuring using the School Development Program model created by Yale psychiatrist Dr. James Comer. In his earliest efforts in New Haven, Connecticut Dr. Comer had hoped to introduce community service participants into the schools, but he lacked the financial resources to pay necessary stipends. The USSC fulfills this vision and places New Jersey's model of national and community service solidly into the arena of school reform and re-creating schools as community centers.

Through a \$150,000 planning grant from the Commission on National and Community Service, the State -- in cooperation with a broad range of public, non-profit, and private sector partners -- has moved its concept of the Corps toward implementation at the state level and in the 15 Comer Schools selected to participate.

COMER SCHOOL DEVELOPMENT PROGRAM

The Comer School Development Program is one of the school reform efforts that has gained national recognition. Dr. Comer and his team are receiving \$13 million from the Rockefeller Foundation to pursue and evaluate this program. Over 150 schools in 14 school districts in 12 states and the District of Columbia are also developing the Comer model. New Jersey is the first state to adopt it as a statewide strategy for change. During the 1991-92 school year, the project began in 26 special needs schools.

The Comer program was established in 1968 in two of the lowest achieving schools in New Haven. The program focused on identifying and addressing the underlying problems of the students and their families as well as the school management and staff. School staff lacked training in child development and behavior, and understood school achievement as a function of intellectual ability and individual motivation only. Thus, the schools were ill-prepared to modify behavior or close the developmental gaps of their students. In response to the conditions that he found, Dr. Comer developed a model for working collaboratively with parents and staff through three mechanisms:

- The school planning and management team (SPMT), which includes parents, teachers, administrators, support staff, and students (in middle and high school), works collaboratively to give a sense of direction, prioritizes and coordinates activities, and gives everyone a stake in program outcome;
- A mental health and support staff team helps apply child development and relationship knowledge to all activities, addresses individual student behavior problems, and focuses on prevention; and
- Parents work with staff to plan and support social and academic activities, and as participants at school events. They sponsor, with staff, projects designed to

Public Information :

UNIVERSITY MISSION AND GOALS

As the sole comprehensive public research university in the New Jersey system of higher education and the state's land-grant institution, Rutgers University has the mission of instruction, research, and service. Among the principles the University recognizes in carrying out this three-fold mission are the following:

- o Rutgers has the prime responsibility in the state to conduct fundamental and applied research, to train scholars, researchers, and professionals, and to make knowledge available to students, scholars, and the general public.
- o Rutgers should maintain its traditional strength in arts and sciences, while at the same time developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.
- o Rutgers will continually seek to make its educational programs accessible to an appropriately broad student body.
- o Rutgers is committed to extending its resources and knowledge to a variety of publics, and bringing special expertise and competence to bear on the solution of public problems.

Consistent with this mission, the Board of Governors in 1980, following a review of the University's achievements and capabilities as well as New Jersey's needs, adopted a statement of goals that set the bold aspiration of enhancing Rutgers' national and international standing and establishing the University as a major center of higher education.

By pursuing these goals in the 1980's the University has made major strides towards the attainment of a new level of national distinction. These goals shall continue to guide the development of the University in the decade ahead as Rutgers achieves even greater eminence and contributes even more fully to New Jersey's well being in the tradition of this nation's great land-grant universities. As the goals state, Rutgers will:

- o Continue development of the University as a national and international resource by:
 - improvements in the quality of its instruction, research and public service;
 - increased emphasis on the contributions of its scholars; and

On order
17th Charter
IN 1890
designated as a land-grant
univ.

Sugar
Please call them asap
since we're calling
them a land-grant
college in the speech
(note that it began
100 years before
Morrill Act).
RA

- increased emphasis on an atmosphere that stimulates learning, encourages creativity, rewards service, and contributes to the personal and professional growth of all the members of the Rutgers community. *
- o Increase the number of areas of graduate education, research, and scholarship of national and international renown.
- o Improve the already high quality of the undergraduate experience in the liberal arts, seeking both to preserve the diversity of its programs and to develop students who will provide future leadership for the state, the nation and the world.
- o Develop and improve programs to serve society's needs for broadly educated, humane, competent professionals. *
- o Serve the needs of the State of New Jersey by:
 - conducting research on such basic issues of public policy as energy, transportation, urban affairs, agriculture, human services, coastal and marine science and similar areas, especially those of emerging importance;
 - fostering programs in the arts, music, and theater to enhance the cultural environment;
 - conducting research and retraining programs to improve education in the schools;
 - working with state and local government officials to help improve the quality of citizens' lives; *
 - working with business, industry and labor to provide a resource for their research and development needs and for the future education of their personnel; and
 - working to strengthen and improve the institutional capability and performance of state governmental bodies.

As it enters the 1990's, Rutgers reaffirms these overall goals of the University -- goals that set the course for the University in the coming decade and that underlie and inform the missions and goals of the Camden, Newark and New Brunswick campuses.

CAMPUS MISSIONS AND GOALS

Within the context of the overall University goals, each campus has articulated a statement of mission and goals appropriate to its history, traditions, location, population served, size, and stage of development.

Camden Campus

Rutgers-Camden is committed to assuming academic leadership for carrying out the University's goals of teaching, research and service in southern New Jersey. It will implement these goals through the development of a comprehensive campus that will provide a broad range of undergraduate and graduate educational opportunities to a diverse and expanding student body. While ensuring the continued quality of its undergraduate offerings, Rutgers-Camden will develop as a distinguished center for graduate and professional education, including participation in doctoral-level education in selected areas, in southern New Jersey. In addition, the campus will establish centers of research appropriate to its geographic region and expertise, and bearing national and international recognition for excellence. The campus will enhance the quality of its teaching, research and public service programs through recruitment and development of outstanding faculty to complement and augment the existing body of faculty. While continuing to serve the needs of students in southern New Jersey and the Delaware Valley region, Rutgers-Camden will expand the size of its student body through recruitment from a national pool, consistent with maintaining and improving student quality. *

Newark Campus

Rutgers-Newark is a major public university center committed to excellence in teaching, research, and service to the community. Through its undergraduate programs, the institution aims to equip students with knowledge and skills to participate in the economic, scientific, cultural and political life of the community and the nation. Through its graduate and graduate-professional schools, the institution aspires to prepare the nation's scientific, commercial, social and political leaders. This broad definition of goals is also shaped in significant ways by the metropolitan area location in which Rutgers-Newark operates -- a location which is one of the most densely populated regions in the nation. *

Rutgers-Newark is ideally positioned, by its location, history, and program emphases, to take the leadership role in educating leaders and citizens who are technologically literate, racially and socially diverse, and readily adaptable to future opportunities and challenges.

Rutgers-Newark has entered into a new period in its history, an era in which institutional growth in size and stature will be the benchmarks of its future; a major goal is to offer educational and research programs of high quality and impact which will be recognized nationally and internationally. Rutgers-Newark aims to compete at national and international levels in the recruitment of faculty and students and, simultaneously, to pursue vigorously those initiatives that will facilitate access of students from northern New Jersey to its classrooms, laboratories and professional training programs. Indeed, in this highly urbanized state, Rutgers-Newark can become a national role model for urban university centers which wish to pursue the dual goals of excellence and access.

New Brunswick Campus

Rutgers-New Brunswick is committed to promoting excellence in graduate and undergraduate education, in research and scholarship, and in service to the community, state, and nation. With its rich traditions, its size and diversity, and its comprehensiveness of academic programs, it occupies a strategic leadership position within higher education in New Jersey and in the nation. The high quality of its faculty and programs in a wide array of areas, and its momentum toward increased distinction, provide rich opportunities for the campus to continue its evolution toward becoming one of the world's outstanding research universities. With its distinguished history in undergraduate education and its innovative educational structures, the campus will promote the highest quality of instruction and broad learning environments that benefit students at all levels and with varying needs. Rutgers-New Brunswick, through systematic and innovative program development, will continuously strive to meet the highest educational and research standards and thereby join the ranks of the small number of truly distinguished university centers. *

Rutgers-New Brunswick is committed to increasing systematically the number of instructional, research, and service programs of distinction; to retaining and enhancing its strong commitment to undergraduate education; to attracting the most highly qualified students and faculty; and to insuring broad access to its programs. Only by achieving excellence across a broad array of educational, research, and service programs, while maintaining a vigorous commitment to diversity, can the campus fulfill its responsibility to the state and nation and be true to its own history and traditions. *

Rutgers-New Brunswick is dedicated to providing instructional, research, and public service programs that will insure the continued economic, social, and cultural development of the state and its people. In pursuing these goals, the campus will insure that the interrelationship among undergraduate and graduate education, research, and service which is the hallmark of the best public research university center is maintained and strengthened. *

New Jersey Agricultural Experiment Station

In the land-grant tradition, the New Jersey State Agricultural Experiment Station (NJAES) is committed to the development and delivery of basic and applied research in the areas of food, agriculture, and environmental and life sciences, and the application of knowledge gained through research to help the people of New Jersey acquire the understanding and skills needed to address problems in the renewable natural resources. NJAES will seek to build strength in the relevant sciences that will lead to excellence in research and extension, and will give increased emphasis to multidisciplinary approaches to solving complex problems facing modern agriculture and the environment. In adapting the land-grant concept to contemporary circumstances, NJAES will exploit the new technologies which will permit greater efficiency in agriculture and food production and success in solving environmental problems.

Building on existing strengths, NJAES will focus on specific thrust areas of critical importance to New Jersey's economic and social development: intensive production agriculture; food science and nutrition; marine and coastal sciences; environment; and biotechnology.

Office of the Executive Vice President
and Chief Academic Officer
November, 1989



State of New Jersey
DEPARTMENT OF HIGHER EDUCATION
20 WEST STATE STREET
CN 843
TRENTON, NEW JERSEY 08625

file : NJ
K-12

URBAN SCHOOLS SERVICE CORPS
INDIVIDUAL SCHOOL PLAN

Cover Sheet: Place at front of Plan

Name of School: Rafael Cordero Molina Elementary School

Address: 7th and Vine street

Camden, N.J. 08102

Telephone Number: (609) 966-8970

Contact Person's Name: Dr. Frances Colon Gibson

Contact Person's Title: Principal

School Site Management
Team Representative:

Rosalie Dufala (signed)

Ms. Rosalia Dufala (typed)

School Principal:

James C. Gibson (signed)

Dr. Frances Colon Gibson (typed)

School Superintendent:

Arnold W. Webster (signed)

Dr. Arnold W. Webster (typed)

The completed plan must be received no later than 4:00 p.m. on February 1, 1993. Please send it to Dr. Martin Friedman, Director, Office of Special and Interagency Programs at the address on the letterhead.

If you have questions regarding the plan, please call Diane L. Hackett at 609/984-2813, or Rowena Bopp at 609/292-6290.

RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL
7TH & VINE STS., CAMDEN, N. J. 08102
(609) 966-8970

"A Comer Project -- School Development Program"

URBAN SCHOOLS SERVICE CORPS
PROPOSAL

SUBMITTED BY THE
SCHOOL PLANNING AND MANAGEMENT TEAM

JANUARY 30, 1993

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RAFAEL CORDERO MOLINA ELEM. SCHOOL

7TH & VINE STS., CAMDEN, N. J. 08102

" A Comer Project -- School Development Program "

Mission Statement

Our school will be a place where students are the most important consideration. Our staff will understand children's developmental and psychological needs and adopt methods to foster self-esteem and well being.

The curriculum and instructional practices will reflect our commitment to the growth and success of our students, not only in academics, but in skills which build self-confidence and feelings of worth. Our students will be given the opportunity to use appropriate social skills in many situations and activities. There will be instructional services for all levels of ability and a grading system which takes differences into consideration. Incentives for excellence, good attendance and service will leave no doubt of the appreciation and value we place on them.

The Cordero Molina School will provide a clean, secure, and comfortable workplace for students and staff. Adequate classroom space and areas for auxilliary services will be available. Every member of the school community will be given the support and training to perform their jobs responsibly with efficiency and pride. All members of the staff will be encouraged to request adjustments or changes and to offer their solutions.

The parents of our children will be warmly welcomed by all members of our staff and we will seek to involve them in meaningful activities within the school program. We will offer help in parenting skills and life skills to those who give us the opportunity. We will absorb them into our school family through staff's increased participation in P.T.A. functions and invitations to parents to participate in activities of the school. We will keep them informed of school functions and provide a space where they can plan and contribute to the life of our school.

RAFAEL CORDERO MOLINA ELEMENTARY SCHOOL

The Rafael Cordero Molina School is one of the newest and larger of twenty-two elementary schools in Camden, N.J. It has historically been committed to student and community needs and thus decided to build on its past record by becoming a Comer Project in 1991-92. The student population is approximately 750, from Pre-K to Fifth grade. The average class size ranges from 25 to 35 students. There are 86 faculty members and 3 administrators. Over 97% of the student population is considered at-risk because of the low socio-economic status of the community. The student population is approximately 75% Hispanic, 24% Black, and 1% White. The school is located in North Camden, which is a tough neighborhood where a myriad of social, moral, and economic problems make it extremely difficult for families trying to raise young children.

The members of the School Planning and Management Team are:

Dorothy Atkins, Gr. 3 Tchr.	Q. Berry, B.S.I.P. Community Coord.
Eduvigis Aviles, Gr. 1 Tchr.	Carla Noville, Instr. Aide (& parent)
Mercedes Cruz, Teacher Mentor	Evelyn Pagan, Comer Parent Coord.
Carol Duckworth, Res. Rm. Tchr.	Frances Burton, P.T.A. President
Robert Dulski, Gr. 5 Tchr.	Emily Maldonado, Instr. Aide (& parent)
Mareha Yorinks, E.S.L. Tchr.	John F. Powell, Assistant Principal

Dr. Frances Colon Gibson, Principal

Rosalie Dufala, Music Tchr./Team Chairperson

THE COMER PROJECT---SCHOOL DEVELOPMENT PROGRAM

I. PROGRAM MANAGEMENT

The following guidelines will be in place to assure efficient management of the USSC.

A. Program Management--Site Coordinator

The Cordero Molina and Whittier Schools have worked collaboratively on this proposal to ensure that both schools benefit from the available district, county, and state resources. As the first two Comer sites in the Camden schools we have benefitted from combined training, management team meetings, discussion of problems, and a general sharing of information that has allowed us to pool our expertise. There are sections of this proposal which are similar in content and design for both schools because our program needs are the same and thus can be addressed through a combined effort.

Position: Site Coordinator, USSC

Cordero Molina (1)

Whittier (1)

Responsibility: The Site Coordinator for the USSC shall be directly responsible to the building Principal and through him/her to the designated State Representative in charge of the USSC.

Duties:

1. To be a participant of the SPMT.
2. To participate actively in recruitment, reviewing applications, interviewing applicants, and selecting and training Corpsmembers.
3. To schedule programs to be implemented by Corpsmembers on an appropriate timetable.
4. To coordinate utilization of space, equipment, and supplies to maximize smooth program function.
5. To manage allocated funds.

4

6. To be able to commit to a twelve (12) month contract and a flexible schedule of an average forty (40) hour work-week, adjusted according to the needs of the program and staff of the Corps and the school.
7. To perform other duties as may be assigned by the Principal or his/her designee.

Qualifications: 1. Bachelor's Degree

2. Work experience utilizing management skills.

Procedures: 1. Application with references received at individual schools, in care of SPMT

2. Initial screening and following up on references by the SPMT.
3. Forwarding of applications of those selected for interview to the District Personnel Office.
4. Interview by panel which includes at least two SPMT designees.
5. SPMT and Principal to recommend final choice to the Superintendent.

B. Reporting Responsibilities

The individual building program reporting responsibilities for the USSC will be as follows, with the highest authority listed first:

- 1) Principal (SPMT)
- 2) Site Coordinator
- 3) School/Agency Staff
- 4) Corpsmembers
- 5) Volunteers.

1. Principal (SPMT)

The Site Coordinator and other Corpsmembers will be responsible to the Principal as the administrative authority for the school building. By virtue of the Principal's inclusion as a member of the SPMT, the SPMT will be fully informed as to the on-going development, staffing, and progress of the USSC programs. The SPMT will also have input through the Principal, regarding all aspects of program operation.

2. Site Coordinator

The Site Coordinator for the USSC shall be directly responsible to the building Principal and through him/her to the designated State Representative in charge of the USSC.

3. School/Agency Staff Members

In some situations, school staff members and/or personnel from outside agencies may be placed in charge of the operation of individual programs or portions of them.

In these instances, there will be a dual reporting responsibility: to the Site Coordinator and to the Principal and/or Agency Director, whichever is applicable.

4. Corpsmembers

The full and part time Corpsmembers will report directly to the Site Coordinator and indirectly, or, also, to the staff member within individual programs, as they are assigned.

5. Volunteers

Volunteers, who are not participating members of the USSC, will be directly responsible to the Site Coordinator and the staff members in charge of the individual program in which they participate

C. Relating to the School

1. The Site Coordinator will be provided with space which will include a desk, chair and file cabinet. The Parent Center may be used for this purpose.
 - a. The Site Coordinator's secretary will be provided similar space and equipment including a typewriter or word processor.
2. The Site Coordinator will be included as a school staff member and invited to participate in all facets of school function pertinent to his position.
3. Introductory presentation to the school and the community of the USSC, its programs, its staff and its function will be a joint effort on the part of the Site Coordinator, Principal and the SPMT.

II. Orientation and Training

A. Site Level Training

After the Site Coordinator has been selected and prior to the close of the school year, the Principal shall convene a general meeting for the purpose of presenting the USSC Program to the school staff.

1. Participants in this presentation of the program should include the State Site Coordinator, the local Site Coordinator, the Principal and at least two members of the School Planning and Management Team who were responsible for the development of the USSC program proposal.
2. The responsibilities of all the program participants will be described and expectations as far as support from the school staff in general will be outlined.

3. Those programs which will impact on the school day, academic activities, and students will be fully explained so there is a clear understanding of how the USSC is expected to tie in and provide support services.
4. Options for participation of school staff not already included will also be discussed.

B. Local Level Training

On the local level, orientation and training for the Site Coordinator will be planned cooperatively by the Camden District Office of Staff Development, the Principals of Molina and Whittier schools, and members of the School Planning and Management Team. Coverage of these areas will be largely the responsibility of the SPMT.

On-Site Training:

1. Orientation to School Environment
 - a) Introduction to school staff
 - b) Understanding of school's mission statement and district's policies: clarification of state and local responsibilities
 - c) Shared decision making
 - d) Multiculturalism and diversity of school's and USSC's population
2. Organizational Skills
 - a) Shared decision making
 - b) Supervision and evaluation of corpsmembers
 - c) Making and managing a budget
 - d) Conflict resolution
3. First Aid
 - a) Training in First Aid will be provided by the Red Cross

C. State Level Training for the Site Coordinator:

1. Overview of the Comer Model, USSC, State Commission
2. Management Training
 - a) Corps selection process, state and local
3. Volunteer management/recruitment
4. Team Building
5. Human Relations

III. Training for USSC Corpsmembers

On the local level, orientation and training for the corpsmembers will be planned by the Site Coordinator, the building Principal, the Office of Staff Development, and members of the SPMT.

The following areas will be covered on-site:

1. Child Development (Camden Schools Office of Staff Development, the Camden Schools Division of Special Services)
 - a) Developmental milestones
 - b) Sensitivity to physical and emotional problems including state regulations for reporting child abuse (Mental Health Team, School Nurse, DYFS, Guidance Personnel)
2. Orientation to School Environment (SPMT, Principal)
 - a) Introduction to school staff
 - b) School's mission and district policies
 - c) The USSC and State Commission
 - d) Overview of the Comer Model
 - e) Confidentiality issues

3. Organizational Skills (Principal, Site Coordinator, Office of Staff Development, SPMT)
 - a) Time management
 - b) Leadership skills and group dynamics
 - c) Non-participant volunteer recruitment and management
 - d) Clerical skills
 - e) Telephone skills
4. Cultural Diversity Issues (Camden Schools Office of Staff Devel., Camden Schools Bilingual Ed. Dept., Hispanic Family Center , and the UAC-South)
5. First Aid Skills (Red Cross)
6. Literacy Skills (Librarian, Curriculum Office Staff, Parents As First Teachers Prog., EPIC)
 - a) How to read to children and storytelling skills
 - b) How to choose suitable books (age and content)
 - c) Resources and skills to share with parents
7. Parent/Corpsmember Interaction Skills (Principal, Office of Staff Development, Guidance Personnel)
 - a) Sensitivity to parent's needs
 - b) Communication skills
 - c) Community resources for referral
 - d) How do conduct home visits
8. Any corpsmembers in need of classwork to complete GED requirements, or E.S.L. classes will be able to enroll in the Camden School's Adult Learning Center located directly across from the Cordero Molina School. The center is school district operated and offers at no cost to students the state required courses and job training in various areas. There are additional adult learning centers in other locations in Camden city.

IV. U.S.C.C. --Corpsmembers Needed

- A. Health Services
 - One full time corpsmember
 - One part time corpsmember
- B. Parenting Skills
 - One full time corpsmember
- C. One-to-One Mentoring
 - One full time corpsmember
- D. Employment Skills
 - One part time corpsmember
- E. Parents as First Teachers
 - One full time corpsmember
- F. Literacy Program
 - One full time corpsmember
- G. Parent Social Services
 - One part time corpsmember
- H. Community Outreach
 - One full time corpsmember
- I. Counseling Services
 - Two (2) full time corpsmembers
- J. After School and Saturday Programs
 - Two (2) full time corpsmembers
 - Six (6) part time corpsmembers

V. U.S.S.C. Programs

The Rafael Cordero Molina is planning to utilize the U.S.S.C. to establish and carry out the following programs which are designed to meet the needs defined by our school and community surveys.

A. Health Services

1. Students

- a. To provide a program of student health servies, a school-based clinic will be set up which will offer physical, dental, vision, and scoliosis screenings and provide immunizations on a scheduled basis. This will allow access to these services to many of our students for whom they are now not easily available.
- b. One full time corpsmember will work cooperatively with the school nurse to develop the schedule of services for the clinic, to contact professionals and parents, and to handle paperwork.
- c. As a non-participant volunteer, a doctor will be recruited to visit the school on a bi-weekly basis to administer immunizations, physical examinations, and scoliosis screenings, and to make necessary referrals of students. (This is in addition to the visits and services of the regular school board doctor who already has an annual schedule of visits and services.)
- e. Also as non-participant volunteer, a dentist or a dentist-in-residency, will be recruited to visit the school weekly to perform detal examinations and make referrrals as needed.

2. Parents

- a. To facilitate accessibility of health services to parents, one part time corpsmember will assist the nurse in making calls to parents and community agencies dealing with health and human services. They will also arrange programs for group presentation or participation.
- b. Programs and activities will be offered in the area of substance abuse, AIDS awareness, AA and NA meetings, child abuse and neglect.
- c. To assist in the development of this program, the following community resources will be used:
 - CamCare (Mrs. Azora Carpenter, MSW)
 - Hyacinth Foundation (Ms. Jacqueline Jones)
 - Alcoholics Anonymous
 - Narcotics Anonymous
 - N.J. School of Medicine and Dentistry (Mr. Tom Jones)
 - Family Net
 - Division of Youth and Family Services (DYFS)
 - Administrative Coordinator of Drug Free Schools in Camden (Ms. Delores Gray)
 - Community Planning Advocacy Committee (Pat Bolden)
 - Hispanic Family Center of Camden (Miriam Gonzalez)
 - Camden County Family Development Program (Yolanda Aguilar de Neely)

Criteria for Recruitment

The corpsmembers for these positions can be high school graduates, parents, senior citizens, or individuals recommended by the community agencies listed above.

Training

Training of corpsmembers on the local level will be handled by the Site Coordinator, the Principal, and the professional staff members responsible for the individual programs. Many aspects of training will be handled the community agencies listed.

B. Parenting Skills Program

Effective Parenting Information for Children (EPIC) provides services for parents, schools, and communities. They provide training in parenting skills, training the school staff to carry out curriculum that promotes responsible behavior in children.

1. One full time corpsmember and parent volunteers will:
 - a. Plan and conduct workshops for parents to share parental concerns and offer topics related to their needs.
 - b. Train parents to be child care givers and EPIC facilitators.
 - c. Assist faculty in carrying out the EPIC Resource Curriculum (Growing Up Together)
2. Parent Volunteers will:
 - a. Work with corpsmembers to recruit parents for EPIC Progs.
 - b. Provide child care during EPIC workshops for parents.

Criteria for Recruitment

The Service Corp member will have had successful parenting experiences and be at ease in the role of group leader. Non-participant parent volunteers should be willing to manage a number of children of varying ages. Both should speak both English and Spanish. The Hispanic Family Center will be contacted for likely candidates.

Training

The Service Corp person will be trained to be an EPIC facilitator (12 hours of training in group dynamics and program content). The parent will receive 6 hours of EPIC training to learn to provide structured activities for children while adults participate in the workshops.

C. One to One Mentoring Program

Our students often lack the nurturing influence of a caring adult. This program will help fill the need for a role model and will offer students in grades 4 and 5 someone to interact with in meaningful ways.

One full time Corpsmember

Non-participant business/community volunteer

High School students enrolled in district's mentoring program

1. Corpsmember will:

- a. Recruit volunteers from the business community to mentor one student for one year.
- b. Be the building liaison with the guidance program that recruits senior students from Camden High School to mentor elementary students.

*Molina school has also initiated other projects which allow for mentoring relationships to be developed and maintained. These projects will also be tied into USSC.

-Pen Pal Outreach Project with Spanish majors from Haddonfield High School who will be mentoring and working with Bilingual Ed. Program students in 3rd, 4th and 5th grade. (First visit from Haddonfield students to Molina school has taken place, program is in its pilot year.)

-The Camden to Camden Project where Camden students are paired to live with host families in Camden, Maine for 10 days in the summer. Follow-up calls, letter writing, additional visits, family networking is part of this project. (Program is going into its fourth year, sponsored and funded by Rotary Clubs.)

-The Peace Corps Homework Center Project- students from Rutgers assist school staff with tutoring and recreational activities while also serving as individual mentors. (2nd. Yr. Project)

- c. Match volunteers to students and get approval from parents for participation in the program.
 - d. Plan and carry out beginning activity for mentors and students.
 - e. Plan future activities as needed.
 - f. Keep records of all contacts between mentors/students.
 - g. Keep in contact with mentors who may need to be reminded of their responsibilities.
2. Non-participant business community volunteers will:
- a. Commit to spending time each week with a student.
 - b. Plan and carry out meaningful activities with students. (at or away from school and with parental consent only)
-trips to museums, library, shows, etc.
3. High School mentors will:
- a. Commit to spending time each week with a student.
 - b. Plan and carry out activities with student. (as above)

Criteria for Recruitment

Corpsmember must have organizational skills and qualities needed to feel comfortable attending Rotary Club meetings and making contacts with mature, successful adults. Recruitment of non-participant volunteers may come from within Rotary Club, Jaycees, or college students.

High School students will be recruited through the Essential Life Skills Program (Linda Pedrick, contact) and our Pen Pal Outreach Project.

Training

Corpsmember will be trained by the Site Coordinator, Office of Essential Life Skills, with introductions to business community and agencies by the building Principal.

D. Employment Skills Program

In response to our parent survey (taken 10/92), 90% of those responding expressed a need for help in looking for and applying for jobs. Job referrals, job hunting skills, how to fill out applications and interview will be covered. We anticipate offering this service to all interested community members.

One part time corpsmember

Non-participant volunteers from the business community

1. Corpsmember will:

- a. Schedule and/or lead a weekly workshop for parents on how to seek employment. Topics would include:
 - how to handle and interview (role playing and practice)
 - how to fill out applications
- b. Recruit persons from the business community as speakers and/or mentors for weekly workshops.

2. Volunteers from the business community will:

- a. Attend at least two workshop meetings either leading the discussion or lending expertise.
- b. Offer advice and training to the USSC corpsmember.

Criteria for Recruitment.

Corpsmember should have had successful past working experience, maturity, leadership skills, speaking ability in English and Spanish would be helpful. Recruitment may come from Human Resources Office of local school district, local industry, AARP (Retired Business Persons), mature college students, Latin American Economic Development Council (LAEDA), and other community businesses or agencies.

Training

Cordero Molina school already has a partnership with the Rotary Clubs, and has received contributions and offers of support for our students from businesses such as Toll Construction Co. in Cherry Hill, Kiwanis, and the Latin American Economic Development Council which represents small business owners in Camden city. We expect that individuals from these organizations will assist with training and guidance for the corpsmember.

E. Parents as First Teachers Program

This program offers special assistance for parents and children before kindergarten. It consists of personal visits with certified parent educators trained in child development and group meetings to share experiences. Recognizing that parents are a child's first and most important teacher, we need a program to provide parents with information and assistance to enhance their children's intellectual, social, and physical development from birth to age three.

One full time corpsmember
School staff members

1. USS Corpsmember will:

- a. Establish contact with parents who have infants and pre-school children and who volunteer for this program.
- b. Make appointments to visit the homes to assess the children's progress and demonstrates:
 - how to stimulate infants and improve interaction with young children
 - what kind of learning can be encouraged at various ages
 - what kind of toys are appropriate, safe, and durable
 - how and what to read to children
 - what behaviors to expect at various stages of development

2. School Staff will:

- a. Give on-site assistance as teachers of early childhood programs in the school.
- b. Allow for classroom visitations of pre-schools by parents in training.
- c. Share their knowledge and expertise on child development with the parents, directly or through scheduled training.

Criteria for Recruitment

Corpsmember must have a background which includes knowledge of child development or experience which has put him/her in contact with infants and young children; aide in pre-school setting; worker in child care facility, or early childhood preparation (45 college credits minimum). Experience in rearing own family and interest in entering early childhood training.

Training

A Parents as Teachers workshop will be provided. (one week in Sept. '93) Contact: Univ. of Missouri, St. Louis; District Office of Staff Development has offered training in child development to corpsmember.

F. Literacy Program

Parents expressed a desire (via the parent survey) to be better prepared to help their children with lessons and homework, and to better function as literate adults in society. The Literacy Program will provide parents with information and opportunities to acquire proficiency in Reading, Writing, English as a Second Language, in addition to fulfilling G.E.D. requirements and any other training needs they may have.

1. One full time corpsmember will:
 - a. Identify and coordinate existing programs and services in Camden City such as:
 - The Camden City Schools Adult Learning Center
(Mr. Bernard Brown, contact)
 - Camden County College Urban Center
 - Glassboro State College Urban Center
(Dr. Eric Clark, contact)
 - Woodrow Wilson High School Adult Evening Program
(Mr. Joe Carbone, contact)
 - b. Plan and conduct meetings to share information with parents about available programs, services, funding, and their locations.
 - c. Train and assist parents with the application process, financial aid forms, test-taking, and scheduling of classes.
 - d. Coordinate with college and adult education personnel to plan some school-based educational programs for parents, during and after school and on weekends, using the Parent Resource Center and school library during off hours.

(Literacy Prog. cont'd.)

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Criteria for Recruitment

Corpsmembers should have training and background in techniques of teaching reading, writing, and English as a Second Language. They should be familiar with the criteria for attaining a GED certificate in the state of New Jersey; where local programs are located; and what the general program requirements are. They should also be knowledgeable about teaching critical thinking and test-taking skills. Teachers with appropriate certification or students working toward certification would be most appropriate for this position.

Training

Training can be coordinated with college and adult education program personnel (some listed above) to orient the corpsmember on programs, requirements, scheduling, testing, etc. Visits to the adult and college centers will also be arranged and their contact person will be invited to the school site to share information with the corpsmember on an on-going basis.

6. Parent Social Services Program

Parents have reported problems and needs which they were not able to address because of not knowing how or where to seek help. In addition, the language barrier and distrust of strangers often keeps families from getting desperately needed services. The goal of this program is to assist parents with linking to needed services in housing, fuel programs, and other emergency needs.

1. One part time corpsmember will:

- a. Contact community, city, and county agencies to obtain information regarding services they offer such as:**
 - Division of Youth and Family Services
 - Welfare Division
 - Catholic Social Services
 - Department of Health and Housing
 - P.S.E. & G. and others

(Parent Social Services, cont'd.)

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- b. Coordinate participation of volunteers from these agencies and school staff in assessing parent/family needs and follow-up on cases.
- c. Plan and conduct meetings to share information with parents and selected school staff (administrators, SPMT, mental health team, counselor, nurse, etc.) regarding available programs and services in Camden City and other surrounding areas.

Criteria for Recruitment

Corpsmembers should be familiar with available community resources for housing, fuel programs, and other emergency services. Corpsmembers can be recruited from the local service agencies or local schools of social work. They should possess good communication and organizational skills. Because of the Molina school's large Hispanic population, the corpsmember should be bilingual.

Training

Corpsmembers should receive some orientation from the participating agencies on their policies and procedures. They should be oriented to the school and community and be prepared to coordinate and follow-up with school personnel (guidance counselor, nurse, mental health team, SPMT, classroom teachers, administrators) on referrals.

H. Community Outreach Program

A program of home visits will be established to set up and maintain a system of improved communication between home and school and to heighten parents' awareness of and participation in school activities. Because of factors of risk in our neighborhood setting, home visits should be made by visitors in pairs.

(Community Outreach Cont'd.)

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1. One full time corpsmember will:
 - a. Be available to make home visits with the school nurse, the social worker, the parent/school coordinators, administrators, or teachers.
 - b. Follow up on absences, illness, truancy, family concerns, health, and social needs, housing needs, seeking information, and behavior or academic needs of students.
 - c. As a result of a home visit will provide referral assistance to parents by helping with the completion of applications, processing information, setting appointments, and obtaining services needed.

Criteria for Recruitment

Individual should possess a minimum high school diploma, with preference given to those with college credits. They should have some background in and some success as a parent. They should have understanding of socially acceptable parent practices and roles. They should have some understanding of concepts of child development. The corpsmember should be able to follow directions and complete tasks. They should be able to communicate positively with children and parents in the community and staff in the school.

Training

The Camden School District's Office of Staff Development will provide training workshops dealing with: Time Management; Objective Listening Skills; Communication Skills; Probe Questioning ; and Group Dynamics. Training and training-through-modeling will be given by the school nurse, social worker, guidance personnel, teachers, and the Site Coordinator, as well as other school staff members.

I. Counseling Services Program

The purpose of this program is provide assistance to the Guidance Counselor with specific programs and students in order to give the counselor more time to work directly with individual students or for group counseling sessions. The program will also assist with establishing an in school suspension setting so that children whose behavior is so disruptive that they are unable to function within the regular classroom setting may be supervised in appropriate "time out" situation.

1. One full time corpsmember will:

- a. Be available to assist the guidance office with scheduling, processing paperwork relative to testing, and presenting classroom programs such as "Thumbbody", "Duso Puppets", etc.
- b. Accompany students who participate in the "Essential Life Skills Program" (Shadowing) and are scheduled to spend one half day with a representative from a business/industry/professional setting, so as to provide them with exposure to the real world of work.
- c. Be available to serve as a "listener" for students, providing counseling on a non-professional basis.

2. One full time corpsmember will:

- a. Be available to staff the "time-out" setting in cooperation with classroom teachers and aides.
- b. Help supervise the children in their work and give assistance as needed.
- c. Maintain record of services and students in the "time out" room.

(Counseling Services cont'd.)

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Criteria for Recruitment

Individual should possess a minimum high school diploma, with preference given to those with college credits. They should have some background in and some success as a parent. They should have understanding of socially acceptable parent practices and roles. They should have some understanding of concepts of child development. The corpsmember should be able to follow directions and complete tasks. They should be able to communicate positively with children and parents in the community and staff in the school.

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J. After School and Saturday Program

A primary goal of the After School program is to provide a safe haven in which our children can be exposed to structured educational and recreational activities.

At Cordero Molina school a limited after school program has been in operation for over a year consisting of homework and tutoring centers and various clubs including Boy Scouts, Girl Scouts, Chorus, Computers, and Instrumental Music. One of the goals of the USSC is to expand the time, staff, and activities of the present homework center to better serve the students. USS corpsmember will combine their talents and time with that of the Molina school staff in order to increase adult supervision of children while providing a greater variety of activities.

(After School Prog. cont'd.)

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Two full time and six part time corpsmembers will allow us to expand our existing programs to include:

1. Recreational activities
2. Drama Club
3. Science Club
4. School Newspaper
5. School Yearbook
6. Group Reading
7. Child Care (for parents attending Literacy Program)
8. Aerobics
9. Conflict Resolution Panel
10. Open Library
11. Writing Club
12. Gardening Club

Criteria for Recruitment

Corpsmembers should have the background and experience to plan, coordinate, and implement the various programs. Corpsmembers will be recruited from: Rutgers Univ. in Camden (Dr. Ian Jacobs, Ms. Wanda Garcia, contact persons); Molina School P.T.A.; Molina School staff (Dr. Frances Colon Gibson, contact person); Molina school neighborhood (Mrs. Evelyn Pagan, Comer Parent Coordinator, contact person); AARP; Northgate II Senior Residence (Mrs. Josephine Gantt, contact); Camden City Parks (Mr. Herman Cowan, contact); Camden City Library (Ms. Nina Ladof, contact).

Training

Corpsmembers will be trained by: Cordero Molina school staff; by EPIC, Inc. Program (Barbara Jenson, contact); South Jersey Girl Scout Council (Cruz Yambo, contact); Boy Scout Council (Joseph G. DeCanio, contact); Camden school's Conflict Resolution Training Staff (Francine Staviski, contact).

VI. General Recruiting Plan

I. Outreach

A. The USSC Program and its population will be publicized through school letters sent home to parents, letters to service agencies; notification through the district Central Administration Office; advertising in local, English and Spanish language neighborhood newspapers (Courier Post, Inquirer, Vocero, North Camden Blues, etc.); P.T.A. meetings, through contacts in churches (Holy Name parish, Mount Calvary Baptist, Faith Tabernacle, etc.); and bulletin board notices at community/recreation centers and business locations.

B. The Site Coordinator will be named as the contact person from whom applications will be available. The school phone number will be used as a communication line for the USSC.

II. Review of Applications

A. Applications will be completed, with assistance available if needed, and submitted to the Site Coordinator.

B. Applications will be reviewed by the State Coordinator and the School Planning and Management Team. References will be checked in writing or by phone. Applications will be chosen for interview and referred to the Site Coordinator for contact to be made and interview time established.

C. Initial interviews will be conducted by the Site Coordinator with a second interview by the Site Coordinator and the SPMT designee.

- I. Primary consideration will be given to applicants who:
 - a. are highly motivated to serve the school and community;
 - b. indicate a strong desire to pursue a career goal in human services or education;
 - c. demonstrate the ability to successfully work with children and adults.

(Review of Applications, cont'd.)

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D. The selection of the applicant will strive to provide balance in the following areas:

1. Male/Female
2. Racial/Ethnic
3. Urban/Suburban
4. Age

E. Selection of USSC members will be made by consensus agreement of the Site Coordinator and the School Planning and Management Team.

F. Observation and evaluation of the USSC members will be the responsibility of the Site Coordinator, with input from program Supervisors where appropriate.

G. Evaluation meetings for each USSC member will be scheduled at the mid-point and the close of each program year. (approx. Feb. and July of each year)

background on New Jersey community service initiatives:

1. New Jersey Youth Corps

The NJ Youth Corps is a nationally recognized program designed for young adults between the ages of 16-25 who have not completed high school. Its goals are for Corps members to complete secondary education through GED programs and to prepare them for employment. Corps members also receive counseling, job placement assistance, and participate in community service projects. Examples of service projects include construction and landscaping, childcare and tutoring. Corps members receive a living expense stipend and a post-service scholarship for college or job training.

New Jersey Youth Corps was established by legislation in 1984 and operated by the New Jersey Department of Education. There are eleven sites located throughout the state.

2. Community Service in Schools (Kindergarten - 12th grade) in New Jersey

- **Serve America:** New Jersey is currently expanding community service for young people in grades kindergarten through 12th grade, as well as for school drop-outs. New Jersey has awarded 19 grants (federal funding through the Commission on National and Community Service) to programs for which there is a requirement that schools from high income and low income areas establish partnerships to develop community service programs. Examples of cooperative programs planned include students working to reclaim vacant land for public recreational uses, mentoring programs for younger children, and teens teaching younger children about drug abuse.

- **New Jersey Urban School Service Corps:** This is a program under development by the New Jersey Department of Education, beginning with 26 special needs school districts. It will bring a range of volunteers from communities into the schools in New Jersey that are associated with the schools that participate with Dr. James Comer to improve outcomes in schools for all learners by involving parents, grandparents and other concerned community people in the life of the school. These service activities will include such projects as development of after school programs, outreach to uninvolved parents, linkages to the full range of social service and health agencies, and outreach to homeless children and their families.

3. Community Service at Colleges and Universities in New Jersey

State supported higher education community service efforts will attempt to accomplish several things simultaneously:

- 1) substantially increasing the number of students involved in community service activities that address critical community needs by increasing the capacity of campus programs to involve a larger number of students;

- 2) increasing interest in service learning through forms of experiential learning such as internships and cooperative education;

- 3) substantially increasing student leadership through the creation of the Partnership for New Jersey, an independent, not-for-profit association of the CEOs of NJ's 70 largest corporations working with college campuses to create a new undergraduate leadership program;

Susan,

For your files
on programs
around the
Country Gloria

David Applebaum

Governor Jim Florio

Amy Jacob

February 25, 1993

Re: Background on New Jersey Community Service Initiatives for 3/1/93 Event with President Clinton

On Monday, March 1, you will accompany President Clinton to the New Brunswick Adult Learning Center for a site visit, and then to the Rutgers Athletic Center for the President's address on National Service.

The Adult Learning Center houses the Middlesex County chapter of the New Jersey Youth Corps program. During this visit, you will have an opportunity to speak with Rutgers students who volunteer at the Adult Learning Center as tutors and mentors, and also with Youth Corps participants.

Background on the Adult Learning Center, the Rutgers Community Service program, the Youth Corps program, and the State Plan for Community Service follows.

New Brunswick Adult Learning Center

Judith Kesin is the director and founder of the New Brunswick Adult Learning Center, which is part of the New Brunswick Public School System. The Adult Learning Center was founded in 1980. Besides Youth Corps, the Center offers adult high school, GED preparation, evening school for foreign born, English as a second language, REACH and JTPA programs, career education, and parenting education programs. Judith Kesin was just recently appointed by you to the State Council on Adult Education and Literacy.

Walt Whitman Center for Culture and Politics of Democracy, Rutgers

The Adult Learning Center works closely with the Walt Whitman Center for Culture and Politics of Democracy at Rutgers. Rutgers students from the Walt Whitman Center often serve as tutors and mentors for the Adult Learning Center. You may possibly meet Dr. Benjamin Barber, the director of the Walt Whitman Center. Its objective is to teach students citizenship and democracy by combining academic experience with community service. The center is three years old and has received national recognition as a model program by the New Citizenship group. The program includes twenty undergraduate courses in the liberal arts disciplines, and work in community service.

New Jersey Youth Corps

New Jersey Youth Corps was established by legislation in 1984. It is a nationally recognized program designed for young adults between the ages of 16-25 who have not completed high school. Its goals are for Corpsmembers to complete secondary education by way of Adult High School or GED programs, and to prepare them for employment. Corpsmembers also receive counseling, job placement assistance, and participate in numerous community service projects. Currently, there are eleven programs located throughout the state. The State Youth Corps Office is located in the Department of Education.

Youth Corpsmembers are required to participate in the program on a full-time basis, spending half of each day in the Adult High School or GED program and the other half doing community service work, and are paid a small living-expense stipend. The program has been

very successful in New Jersey. Graduates of the program often go on to college or enter other job training programs and obtain full-time employment after participation.

Youth Corps' community service component is integral to the overall program. The different projects are varied across the state, and range from landscaping and construction projects to clerical assistance and childcare. For example, the Jersey City Youth Corps just completed the construction of the "New Jersey Explorer," a children's museum located in East Orange that is scheduled to open at the end of March.

For the particular community service activities performed by the Middlesex Youth Corps, please see the attached brochure entitled "New Jersey Youth Corps of Middlesex County."

One New Jersey: The State Plan for Community Service

In March of 1992 New Jersey applied for funds under the National Community Service Act, which were administered by the National Commission on Community Service. Our application to the Commission was our State Plan for Community Service which is called "One New Jersey." We were one of only two states (the other state was Massachusetts) to receive funding under all four components of the Act. We won approximately \$2 million total. The components are Serve America, Higher Education, Youth Corps, and National and Community Service. For details on each segment of the plan, please see the attachments entitled "New Jersey's Portfolio from the Commission on National and Community Service."

In November of 1992 you signed an Executive Order that reconstituted and renamed the Governor's Council on Private/Public Volunteer Partnerships. The Council is now called the Governor's Advisory Commission on Volunteerism and Community Service, and is responsible for the oversight of the State Plan.

It has been indicated that the Whitehouse Office of Community Service is interested in a proposal New Jersey set forth under the National and Community Service segment of the Act. We won a \$150,000 planning grant to more fully develop a proposal for an "Urban School Service Corps." This program would deploy 275 members to work restructuring urban schools using the Comer method. The Comer method is a nationally recognized school reform project that relies heavily on local support and particularly parent involvement in schools. (This program may be mentioned in the Pappalardo's address.) We have requested \$4.2 million for the first year of implementation of Urban School Service Corps.