

**WIOA Youth Proposal Package and Forms**

**Cover Sheet**

**WIOA OUT-OF-SCHOOL YOUTH PROGRAM PROPOSAL**

<b>Proposing Organization</b>	Paterson Public Schools
<b>Program Name</b>	New Jersey Youth Corps
<b>Program Type</b>	<p><i>* Select one program per proposal *</i></p> <p><input checked="" type="checkbox"/> <b>WIOA Out of School Youth-Paterson</b></p> <p><input type="checkbox"/> <b>WIOA Out of School Youth-Passaic</b></p> <p><input type="checkbox"/> <b>WIOA Out of School Youth-County-Wide</b></p>

To complete the proposal as directed, please ensure all required information is included in the proposal and all questions are completely addressed.

**NOTE: All sections must be completed in sequence and should be clearly marked and numbered.**

**Proposal Package and Forms**

- Cover Sheet
- WIOA Youth Program Fact Sheet
- Organization and Accreditation Information
- **A. Statement of Need**
- **B. Program Summary (1 page maximum)**
- **C. Program Narrative (6 to 8 pages)**
- **D. Organization Administration and Management (3 pages maximum)**
- **E. Budget (Program Budget, Administrative Budget Justification, and Program Costs Justification)**
- **F. Statement of Work**
- **G. Proposed Planned Outcomes**
- **H. Chart of Program Elements**
- **I. Proposal Checklist**
- Attachment 1. NRS Chart
- Attachment 2. NJWIN 10-17 (A)
- Attachment 3. Glossary
- Attachment 4. Assurances and Certifications (signature required)
- Attachment 5. Certification Regarding Debarment (signature required)
- Attachment 6. Certification Regarding Lobbying (signature required)
- Attachment 7. Non-Discrimination and Equal Opportunity (no signature required)

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2. Organization and Accreditation Information
3. Mandatory Signed Documents
4. Section A: Statement of Need
5. Section B: Program Summary
6. Section C: Program Description
7. Section D: Organization Administration and Management
8. Section E: Program Budget (with In-Kind/Match Breakdown)
9. Section F: Statement of Work
10. Section: G: Proposed Planned Outcomes
11. Section H: Chart of Elements

### Attachments:

- A: Program Effectiveness Summary
- B. Registered on the NJ Eligible Training Provider List (ETPL)
- C. Curriculum Overview and Synopsis (Outline of Modules)
- D: Handbook/Calendar, Project Activity Plan, Registration Packet
- E: Participation Agreement/Grievance Form
- F. Schedules/Needs Assessment Survey Examples
- G. Personal Development Plan for Individual Service Strategy (ISS)
- H. Progress Report/Community Service Evaluation Form
- I: Resumes, NJ Teacher Certifications, Job Descriptions
- J: Current Organizational Chart
- I: Certified Financial Statement (also see Public Records for complete report:  
[http://www.paterson.k12.nj.us/11\\_departments/business%20services%20docs/CAFR/2021-CAFR.pdf](http://www.paterson.k12.nj.us/11_departments/business%20services%20docs/CAFR/2021-CAFR.pdf) )
- J. Attachment 7: Non-Discrimination and Equal Opportunity
- K: Partnerships and Employment Work Experience: Memorandum of Agreements (MOAs)

## WIOA YOUTH PROGRAM FACT SHEET

A. Provider/Agency Name	Paterson Public Schools
B. Program Name	New Jersey Youth Corps
C. Program Type:	Academic and Employability/Work Experience Training
D. Administrative Address	90 Delaware Avenue, Paterson, NJ 07503
E. Administrative Contact: Name Phone Number Fax Number E-Mail Address	Ms. Eileen Shafer 973-321-0980 973-321-0470 eshafer@paterson.k12.nj.us
F. Training Site Address	151 Ellison Street, Paterson, NJ 07505
G. Training Site Contact: Name Phone Number Fax Number E-Mail Address	Ms. Susan Ronga 973-321-0570 / 0571 973-321-0766 sronga@paterson.k12.nj.us
H. Fiscal Contact: Name Phone Number Fax Number E-Mail Address	Narrisa Cobb 973-321-0777 973-321-0487 ncobb@paterson.k12.nj.us
I. Instructor Contact: Name Phone Number Fax Number E-Mail Address	Mr. Michael McMahon 973-321-0570 973-321-0766 mmcmahon@paterson.k12.nj.us
J. Federal ID Number	22600 2199
K. Total training cost	\$250,000
L. Cost per participant	\$5,000
M. Total annual Level of Service	50
N. Class capacity (at one time)	40 (Some will need multiple cycles/semesters)
O. Total instructional hours per participant	500+/-varying on their intake scores
P. Total weeks of training per participant	18+
Q. Total hours per week per participant	30-35
R. Teacher/student ratio	1:10
S. Program start date(s)	July 1, 2022
T. Program completion date (s)	June 30, 2023
U. Days of the week the program operates	Monday – Friday with special weekend events
V. Daily hours of operation (training)	8:15-3:15
W. Holiday/vacation schedule	Please see attached school calendar in Student Handbook

## Organization and Accreditation Information

### Type of Organization

D Private Non-Profit	D Private For -Profit
D Public/Government Agency	X <u>Education Institution</u>
D Community College	D Labor Organization
D Minority Owned Business	D Women's Organization
D Faith Based Organization	D Other (Identify)

SAM ID# (Formerly CCR)	
ETPL ID#	
DUNS ID#	079305892

### Approval/Accreditation

NJ Department of Labor and Workforce Development Division of One-Stop Coordination and Support  
Training Provider (formerly Chapter 531)

Date of Approval 2001

Expiration Date N/A

NJ Department of Labor and Workforce Development Division of One-Stop Coordination and Support  
Private Vocational Schools (formerly Chapter 18)

Date of Approval

Expiration Date

### Other approval/accreditation

Approval Type	
Date of Approval	
Expiration Date	

Include copies of approval/accreditation for the organization and specific course approvals as appropriate .

Note: Should the proposal result in the award of a contract, it will be the responsibility of the provider to follow the procedures for placement on the Eligible Training Provider List as described in the New Jersey Workforce Innovation Notice 10-17(A).

The Paterson Public Schools is already on the Eligible Training Providers List attached.

**Bid Document Checklist**

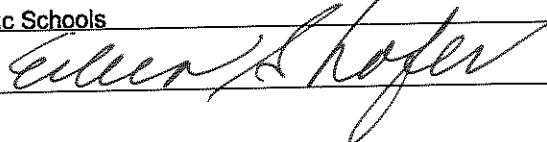
The following documents must be included with the Respondent's Bid:

Document Description	Authority
Acknowledgment of Receipt of Addenda	N.J.S.A. 40A:11-23.2 (e)
Statement of Corporate Ownership	N.J.S.A. 52:25-24.2
Bid Proposal	N.J.S.A. 40A: 11-4
Standard Questionnaire	N.J.S.A. 40A:11-26

The following documents must be submitted to the County prior to the contract being executed:

Document Description	Authority
Disclosure of Investment Activities in Iran	P.L. 2012, c. 25
Non-Collusion Affidavit	N.J.S.A 52:34-15
MBE/WBE Program Certification Form (if applicable)	Resolution No. R20210933
Form W-9, Department of the Treasurer Internal Revenue Service	Internal
Business Registration Certificate	N.J.S.A. 52:32-44

**Name of Bidder** (Please Print): Paterson Public Schools

**Signature of Authorized Representative:** 

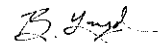
**Name** (Please Print): Eileen F. Shafer, M.Ed.

**Title** (Please Print): Superintendent, Paterson Public Schools

**Date:** 6/1/22

*\*All documents required for the bid submission and prior to the execution of Agreement to the winning bidder are appended hereto and labeled accordingly. If any of the documents stated herein are missing, please contact the Passaic County Purchasing Agent immediately.*

**NOTE: BID DOCUMENT RETURN ENVELOPES MUST CLEARLY IDENTIFY THE BID NAME, BID NUMBER, AND BID OPENING DATE ON THE EXTERIOR OF THE COMMON CARRIER OR COMPANY MAILING ENVELOPE.**



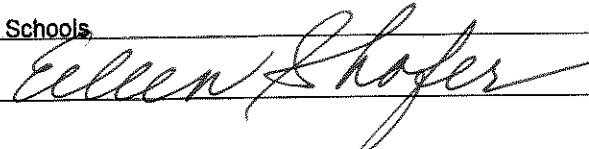
**ACKNOWLEDGEMENT OF RECEIPT OF ADDENDA**

The undersigned Bidder hereby acknowledges receipt of the following addenda. If no addenda were issued, check the "No addenda were received" box.

Addenda Number	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**No addenda were received**

**Name of Bidder** (Please Print): Paterson Public Schools

**Signature of Authorized Representative:** 

**Name** (Please Print): Eileen F. Shafer, M.Ed.

**Title** (Please Print): Superintendent **Date:** 6/1/22

\*Signature is required only if an addendum was issued.

Check here if willing to provide the goods or services herein bid upon to Registered Members in System #38-PCCP 07-1 who have submitted estimates without substitution or deviation from specifications, size, features, quality, price or availability as herein set forth. It is understood that order will be placed directly by the registered members identified herein by separate contract, subject to the overall terms of the contract to be awarded by the County of Passaic, that no additional service or delivery charges will be allowed, except as permitted by these specifications.



**STATEMENT OF CORPORATE OWNERSHIP**  
**SIGNATURE REQUIRED ON PAGE 2**

*Check the applicable statement:*

- I certify that the list below contains the names and addresses of all stockholders holding ten percent (10%) or more of the issued and outstanding stock of the undersigned.
- I certify that no one (1) stockholder owns ten percent (10%) or more of the issued and outstanding stock of the undersigned.

**Legal Name of Bidder:** Paterson Public Schools

*Check the applicable business entity in the space provided below.*

Business Entity	Check the applicable business entity
Partnership	
Corporation	
Sole Proprietorship	
Limited Partnership	
Limited Liability Partnership	
S Subchapter	
S Corporation	
Limited Liability Company	
Other:	

If the Bidder is either a Corporation, S Corporation, or Limited Liability Company, provide the date incorporated and the place of incorporation, if not, skip to next item:

**Dated Incorporated:** \_\_\_\_\_ **Place of Incorporation:** \_\_\_\_\_

**Business Address (Please Print):** 90 Delaware Avenue, Paterson, New Jersey 07503

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

In accordance with N.J.S.A. 52:25-24.2, list below the names and addresses of all stockholders, partners, or individuals who own ten percent (10%) or more of stock of any class, or who own ten percent (10%) or greater interest therein. The disclosure shall be continued until the names and addresses of every noncorporate stockholder, and individual partner, and member, exceeding the ten percent (10%) ownerships criteria has been listed.

**Name (Please Print):** \_\_\_\_\_

**Address (Please Print):** \_\_\_\_\_

**Name (Please Print):** \_\_\_\_\_

**Address (Please Print):** \_\_\_\_\_

*B. Yang*

**STATEMENT OF CORPORATE OWNERSHIP** (continued)

**Name** (Please Print): \_\_\_\_\_

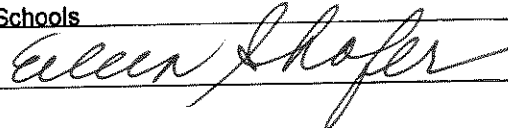
**Address** (Please Print): \_\_\_\_\_

*\* Continue on additional sheet if necessary*

**Publicly traded parent company disclosure.** Submit the URL providing the last annual Security and Exchange Commission, or foreign equivalent filing:

\_\_\_\_\_

**Name of Bidder** (Please Print): Paterson Public Schools

**Signature of Authorized Representative:** 

**Name** (Please Print): Eileen F. Shafer, M.Ed.

**Title** (Please Print): Superintendent **Date:** 6/1/22





**BID PROPOSAL**

**Name of Bidder** (Please Print): Paterson Public Schools

*submits the following proposal for the*

**Programs for Out of School Youth Funded Under Workforce Innovation and Opportunity Act  
(WIOA)  
Project RFP-22-019**

**DELIVERY:**

All articles shall be delivered to all Departments and Institutions specified with all charges prepaid, (F.O.B. Destination) in such quantities as ordered by the County of Passaic, which may be greater or lesser in amount than herein specified and in case no specific time for delivery is included by the County of Passaic when the order is given, then such goods must be delivered immediately.

No additional charges will be allowed for any transportation cost resulting from partial shipments made at the vendor's convenience.

Merchants who substitute commodities or deliver commodities not according to specifications, or who do not deliver at time specified in the proposal will be classified, as undesirable and their proposals will be refused in future bidding.

**To the Passaic County Board of County Commissioners:**

The undersigned hereby declares that he/she has carefully examined the Bid Documents and that he will contract to carry out and complete said Project at the following prices:

a. **Base Agreement.**

CONTRACT YEAR	START DATE	END DATE	COST
Year One	July 1, 2022	June 30, 2023	\$ 250,000.
<b>TOTAL</b>	<b>July 1, 2022</b>	<b>June 30, 2023</b>	<b>\$ 250,000.</b>

b. **County Options to Extend Agreement.**

OPTION YEAR	START DATE	END DATE	COST
Option One	July 1, 2023	June 30, 2024	\$
Option Two	July 1, 2024	June 30, 2025	\$

**Name of Bidder** (Please Print): Paterson Public Schools

**Signature of Authorized Representative:** Eileen Shafer

**Name** (Please Print): Eileen F. Shafer, M.Ed.

**Title** (Please Print): Superintendent **Date:** 6/1/22

*B. Young*

**STANDARD QUESTIONNAIRE**

**Name of Bidder:** Paterson Public Schools

**Address of Bidder:** 90 Delaware Avenue, Paterson, New Jersey 07503

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

1. How many years have you been in business as a contractor as your present business name given above?

\_\_\_\_\_ Year(s)

2. How many years have you been the Principal Officer of a general contracting firm under a different name?

\_\_\_\_\_ Year(s)

3. List three (3) projects similar in nature previously completed by your organization:

<b>Name of Owner</b>	
<b>Project Manager</b>	
<b>Project Manager Phone #</b>	
<b>Project Type</b>	
<b>Project Location</b>	
<b>Amount of Contract</b>	\$
<b>Date of Completion</b>	

<b>Name of Owner</b>	
<b>Project Manager</b>	
<b>Project Manager Phone #</b>	
<b>Project Type</b>	
<b>Project Location</b>	
<b>Amount of Contract</b>	\$
<b>Date of Completion</b>	

<b>Name of Owner</b>	
<b>Project Manager</b>	
<b>Project Manager Phone #</b>	
<b>Project Type</b>	
<b>Project Location</b>	
<b>Amount of Contract</b>	\$
<b>Date of Completion</b>	

**DISCLOSURE OF INVESTMENT ACTIVITIES IN IRAN**

**Part 1: Certification**

Pursuant to Public Law 2012, c. 25, any person or entity that submits a bid or proposal or otherwise proposes to enter into or renew a contract must complete the certification below to attest, under penalty of perjury, that the person or entity, or one of the person or entity's parents, subsidiaries, or affiliates, is not identified on a list created and maintained by the New Jersey Treasury's Chapter 25 list as a person or entity engaging in investment activities in Iran.

The Chapter 25 list is found on the State of New Jersey Division of Purchase and Property website at <http://www.state.nj.us/treasury/purchase/pdf/Chapter25List.pdf>. Bidders must review the list prior to completing the certification below. Failure to complete the certification will render a bidder's proposal non-responsive.

**PLEASE CHECK THE APPROPRIATE BOX:**

I certify, pursuant to Public Law 2012, c. 25, that neither the bidder listed herein nor any of the bidder's parents, subsidiaries, or affiliates is listed on the New Jersey Department of Treasury's list of entities determined to be engaged in prohibited activities in Iran pursuant to P.L. 2012, c. 25. I further certify that I am the person listed above, or I am an officer or representative of the entity listed above and am authorized to make this certification on its behalf. I will skip Part 2 and sign and complete the Certification below.

**OR**

I am unable to certify as above because the bidder and/or one of more of its parents, subsidiaries, or affiliates is listed on the New Jersey Department of Treasury's Chapter 25 list. I will provide a detailed, accurate, and precise description of the activities in Part 2 below and sign and complete the Certification below. Failure to provide such will result in the proposal being rendered as non-responsive and appropriate penalties, fines, and/or sanctions will be assessed as provided by law.

**Part 2: Please provide further information related to investment activities in Iran.**

Name \_\_\_\_\_ Relationship to Bidder/Offeror \_\_\_\_\_

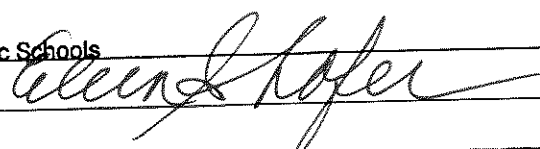
Description of Activities \_\_\_\_\_

Duration of Engagement \_\_\_\_\_ Anticipated Cessation Date \_\_\_\_\_

Bidder/Offeror Contact Name \_\_\_\_\_ Contact Phone Number \_\_\_\_\_

**Certification:** I, being duly sworn upon my oath, hereby represent and state that the foregoing information and any attachments thereto to the best of my knowledge are true and complete. I attest that I am authorized to execute this certification on behalf of the above referenced person or entity. I acknowledge that Passaic County is relying on the information contained herein and hereby acknowledge that I am under a continuing obligation from the date of this certification through the completion of any contracts with the County to notify the County in writing of any changes to the answers of information contained herein. I acknowledge that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification, and if I do so, I recognize that I am subject to criminal prosecution under the law and that it will also constitute a material breach of my agreement(s) with Passaic County, New Jersey and that the County at its option may declare any contract(s) resulting from this certification void and unenforceable.

**Name of Bidder (Please Print):** Paterson Public Schools

**Signature of Authorized Representative:** 

**Name (Please Print):** Fileen F. Shafer, M.Ed.

**Title (Please Print):** Superintendent **Date:** 6/1/22



**NON-COLLUSION AFFIDAVIT**

State of New Jersey  
County of Passaic

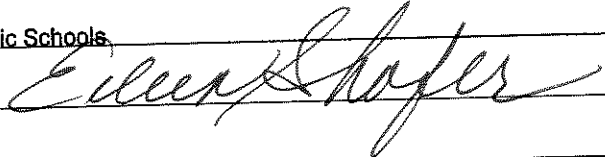
ss:

I, \_\_\_\_\_ residing in \_\_\_\_\_ in the County of \_\_\_\_\_ and State of \_\_\_\_\_ of full age, being duly sworn according to law on my oath depose and say that:

I am \_\_\_\_\_ of the firm of \_\_\_\_\_, the bidder making this proposal for the bid entitled **Programs for WorkFirst New Jersey TANF/GA/SNAP**, and that I executed the said proposal with full authority to do so, that said bidder has not, directly or indirectly, entered into an agreement, participated in any collusion, or otherwise taken any action in restraint of free, competitive bidding in connection with the above named contract, and that all statements contained in said bid proposal and in this affidavit are true and correct, and made with full knowledge that the County of Passaic relied upon the truth of the statements contained in said bid proposal and in this affidavit in awarding the Contract for the said bid proposal.

**Name of Bidder (Please Print):** Paterson Public Schools

**Signature of Authorized Representative:** \_\_\_\_\_



**Name (Please Print):** Eileen F. Shafer, M.Ed.

**Title (Please Print):** Superintendent

**Date:** 6/1/22

Subscribed and sworn to before me on this  
1st day of June, 2022

Sonia C Williams  
Signature of Notary Public

**SONIA CHERYL WILLIAMS**  
Notary Public of New Jersey  
My Commission Expires October 5, 2025

PLEASE CHECK HERE IF NOT APPLICABLE



PLEASE CHECK HERE IF NOT APPLICABLE

**MBE/WBE PROGRAM CERTIFICATION FORM**

In compliance with Resolution No. R20210933, dated October 26, 2021, "Resolution Establishing a Minority Business Enterprise and Women Business Enterprise Set-Aside and Joint Venture Program for the County of Passaic", and in compliance with the laws of the State of New Jersey, N.J.S.A. 40A:11-41 et seq., I, the undersigned, do hereby certify the following:

1. That all document(s) submitted by myself or my business, including the MBE/WBE/MWBE Certificate affixed hereto, if applicable, are valid and accurate. I understand that the County may reject my bid for failure to provide the MBE/WBE/MWBE Certificate prior to award of contract.
2. That I understand my qualifications for the program may be subject to audit.
3. That I understand the terms of this program as explained in Resolution No. R20210933 attached hereto as **Appendix A**.
4. That, pursuant to N.J.S.A. 40A:11-47, if the County determines that a business has been classified as an MBE/WBE/MWBE based on false information knowingly supplied by the business and has been awarded a contract to which it would not otherwise have been entitled under this program, the County may, after a hearing assess a fine, penalty, or render the business ineligible to further transact any business with the County for a predetermined time.

**Name of Bidder** (Please Print): Paterson Public Schools

**Signature of Authorized Representative:** Eileen Shafer

**Name** (Please Print): Eileen F. Shafer, M.Ed.

**Title** (Please Print): Superintendent

**Date:** 6/1/22

# Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

PATERSON PUBLIC SCHOOL DISTRICT

2 Business name/disregarded entity name, if different from above

PATERSON BOARD OF EDUCATION

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

- Individual/sole proprietor or single-member LLC
- C Corporation
- S Corporation
- Partnership
- Trust/estate
- Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ \_\_\_\_\_
- Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ▶

GOVERNMENT AGENCY

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) \_\_\_\_\_

Exemption from FATCA reporting code (if any) \_\_\_\_\_

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

90 DELAWARE AVENUE

6 City, state, and ZIP code

PATERSON, NEW JERSEY 07503

7 List account number(s) here (optional)

Requester's name and address (optional)

Print or type. See Specific instructions on page 3.

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
				-					
OR									
Employer identification number									
2	2	-	6	0	0	2	1	9	9

## Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ▶

*Richard Matthews*

Date ▶ 2/28/18

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (Interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.



# PATERSON PUBLIC SCHOOLS



Office of the State District Superintendent  
90 Delaware Avenue, Paterson, NJ 07503  
Office: (973) 321-0980 Fax: (973) 321-0470

Ms. Eileen F. Shafer  
Acting State District Superintendent

## MEMORANDUM

**To:** All Vendors  
**From:** Ms. Eileen F. Shafer, M.Ed.  
**Re:** New Jersey Sales Tax  
**Date:** August 23, 2017

Local school districts, as political subdivisions of the State of New Jersey, are exempt from the New Jersey Sales and Use taxes, pursuant to Section 9(a) of the New Jersey Sales and Use Tax Act (N.J.S.A. 54:32B-1 et seq.) when purchasing items for their own use, such as desks, chairs, office equipment, cleaning supplies, etc.

When purchasing items for the use of a local school district, an exempt organization certificate (ST-5) or number is not required to make purchases. Official letterhead or official purchase order signed by a qualified officer is sufficient proof for vendors that the district is tax exempt from paying sales tax.

When items are purchased for resale through a shop or store regardless of the purpose, the local school district must supply the vendor with a valid New Jersey Resale Certificate (Form ST-3). The local school district or any organization under the auspices of the local school district, purchasing items for resale through a shop or a store must be registered with the Division of Taxation as a vendor and have a New Jersey sales tax registration number assigned to them to legally purchase for resale. Sales tax must be collected on the sale of taxable items made in the shop or store.

When purchases for fund raising purposes are made of taxable items by school-affiliated groups, such as band groups, cheerleader groups, school clubs, etc., sales tax must be paid when making payments on behalf of the group. The subsequent resale of such items by the groups that are conducted for isolated or occasional fund raising purposes and not through a shop or a store are not subject to sales tax.

FEDERAL TAX ID #22600 2199W  
STATE TAX ID #690220 151

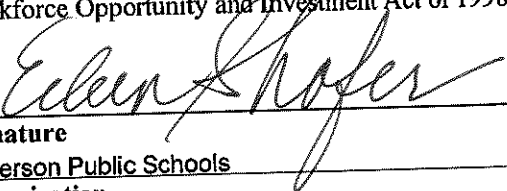
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**Attachment 4. ASSURANCES AND CERTIFICATIONS**

I certify that I am the Chief Executive Officer of the Agency/Cooperation authorized to sign this proposal:

Furthermore:

- 1) This proposal is a firm offer until June 30, 2019. All service costs included in the proposal are accurate, complete and current and will be in effect through June 30, 2019.
- 2) There exists no potential for organizational conflict of interest related to individuals within the Agency/ Corporation and individuals within Passaic County, the Workforce Development Board of Passaic County and the Passaic County One-Stop Career Center.
- 3) The program will be conducted in accordance with the Workforce Opportunity and Investment Act of 2014, all applicable federal, state, and local regulations, and the Workforce Development Board Plan.
- 4) Any facility to be utilized in performance of any proposed contract has not been listed on the Environmental Protection Agency (EPA) List of Violating Facilities. The Agency/Cooperation will promptly notify Passaic County, prior to award of the receipt of any communication from the Director, EPA Office of Federal Activities, that any facility which is proposed for use for the performance of the contract is under consideration for the EPA List of Violating Facilities.
- 5) Prior to the receipt of funding, the Agency/Cooperation will obtain bonding for anyone who handles funds. The amount of bonding for each appropriate worker will be for a minimum of \$100,000. An insurance statement of coverage for persons handling funds will be providing.
- 6) If the Agency/Cooperation has a Board of Directors, then the signature of the authorized representative of the Board on this document specifies the Board's awareness of this application and assurance that the Board will make periodic checks (monitor) to determine and ensure adequate program operation.
- 7) The undersigned recognizes and accepts the fact that all funding is contingent upon the availability of federal/state funds and the continued federal/state authorization for program activities and the proposal is subject to amendment or termination due to lack of funds or authorization.
- 8) Any facility to be utilized in the performance of this contract satisfies all regulations concerning health and safety conditions.
- 9) We recognize and accept the fact that the County of Passaic and Workforce Development Board of Passaic County can and may institute a ceiling on the cost in order to satisfy the requirements for the Workforce Opportunity and Investment Act of 1998.

  
\_\_\_\_\_  
Signature Name/Title  
Paterson Public Schools Eileen F. Shafer, M.Ed. Superintendent  
\_\_\_\_\_  
Organization Date  
6/1/22



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**CERTIFICATION REGARDING  
DEBARMENT, SUSPENSION, INELIGIBILITY  
AND VOLUNTARY EXCLUSION  
LOWER TIER COVERED TRANSACTION**

This certification is required by the regulations implementing Executive Order 12549. Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' responsibilities. The revised regulations were published on July 1, 1997.

**(BEFORE COMPLETING CERTIFICATION, READ THE INSTRUCTIONS WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION.)**

The prospective recipient of Federal assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective recipient of Federal assistance is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Eileen F. Shafer, M.Ed. Superintendent  
Name and Title of Training Agent's Authorized Representative

*Eileen F. Shafer*  
AUTHORIZED SIGNATURE

6/1/22  
Date

*B. York*

**Attachment 6.**

**CERTIFICATION REGARDING LOBBYING  
CERTIFICATION FOR CONTRACTS, GRANTS, LOANS, AND COOPERATIVE  
AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief that:

No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure Form to Report Lobbying, in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material presentation representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Paterson Public Schools  
Grantee/Contractor Organization

Eileen F. Shafer, M.Ed. Superintendent  
Name of Certifying Official - Title

  
Signature

6/1/22  
Date

NOTE: In these instances "All" in the Final Rule is expected to be clarified to show that it applies to covered contract grant transactions over \$100,000 (per OMB).

❖ *Section A*

## STATEMENT OF NEED

There is a tremendous need to provide a pre-vocational, basic skills program for out-of-school youth, ages 16-24, in the City of Paterson. Many young people have dropped out of school with poor basic skills, no work experience, and limited career or job opportunities available to help them develop into self-sufficient adults. This New Jersey Youth Corps (NJYC) is the only full-time high school credential program with an integrated service-learning component for out-of-school youth in the City of Paterson.

Paterson is the third-largest municipality in the state. According to the July 2019 US Census, Paterson has a total population of 145,233 residents. Census data shows that there are 48,205 or 13.4% of NJ young adults in the 18-24-year-old population who do not have a high school diploma including 1,018 or 15.5% in Passaic City and 2,594 or 18.6% in the City of Paterson. The Paterson Public School District is one of the thirty urban school districts that the New Jersey Department of Education has designated as “special needs” districts. One of the criteria used to identify “special needs” is a high dropout rate. Although the Paterson Public Schools’ dropout rate has been reduced to 21% in 2020, this figure still represents over 400 students annually. Nearly all these students are members of minorities and approximately 95% come from economically disadvantaged households. Paterson’s NJYC is particularly qualified to address these obstacles that the undereducation youth of Passaic County face.

The consequences of this incomplete education can be seen in the low basic-skills levels that young people demonstrate at the time of enrollment in NJYC. According to a report from the National Adult Literacy Survey (NALS), the average basic skills score for people with less than a high school diploma falls within the two lowest of the five NALS levels. Our intake records during the previous three years (2018-2021) of the WIOA Youth Program show that our applicants are academically below the national trend before entering the NJYC program. These records indicate that 74% of the participants (113 of 152) enrolled at below 9<sup>th</sup> grade proficiency level according to the Test of Adult Basic Education (TABE). Indeed, 10% (15 of 152) enrolled at below 5<sup>th</sup> grade proficiency level, even though they may have attended high school. The basic skills levels are so low that it is difficult for these youth to function in even the rudimentary entry level, part-time jobs that employers are in need to fill. They are unable to obtain real work experience or develop the work maturity skills they will need for full-time employment.

The negative impact of low literacy on economic independence and quality of life issues is easily recognized in the poverty status statistics of the July 2021 US Census and in the New Jersey DOL labor force estimates. The per capita income for Paterson is only \$20,202 resulting in the fact that 25.2% of Paterson’s families live below the poverty level which is far more than double the state average of 9.4%. Moreover, 15.6% are on some type of public assistance. In addition, the Passaic County Literacy Plan points out that 1 of 13 residents of Passaic County lives in poverty. Furthermore, in October 2021, the NJDLWD Bureau of Labor Market Information reported that New Jersey’s unemployment rate ranges from 3.9% in Hunterdon County to 7.9% in Atlantic County with Passaic County at 7.4%, the second highest in the state. Throughout the last decade, the unemployment rate in the City of Paterson has been even higher than the rate for Passaic County overall.

The need for an effective pre-vocational, basic-skills program for older youth in Passaic County is clearly supported by the demographic information listed above regarding the level of education, the dropout rate, the poverty level, and the unemployment rate. This at-risk youth population has the most need for a structured full-time environment in which they have the opportunity for academic and personal growth, work experience, preparation for the workplace, interaction with role models, placement assistance and retention support. NJYC program provides evidence that the older youth population in Passaic County responds favorably to opportunities to obtain literacy and employability skills instruction and prepare for their HSE Diploma. This demand attests to the vitality and dynamism of our young people. They want to work, but neither have, nor know how to obtain, the necessary skills to do so. It is evident that today’s labor market requires a higher level of basic skills than these young people presently have. Our goal is to assist them acquiring the knowledge and skills necessary for employment and self-sufficiency, completing a secondary school credential, securing a job, or completing postsecondary education/training, and becoming active community members and citizens.

## PROJECT SUMMARY

### ❖ Section B

There is a tremendous need to provide a pre-vocational, basic skills program for out-of-school youth, ages 16-24, in the City of Paterson. Many young people have dropped out of school with poor basic skills, no work experience, and limited career or job opportunities available to help them develop into self-sufficient adults. Paterson Public School's Paterson Adult & Continuing Education (PACE) has been providing educational services for 46 years. It is operated by the Paterson Public School District and has experience in successfully operating many programs with grants obtained from federal, state, and local funds, including a comprehensive New Jersey Youth Corps Program (NJYC) for out-of-school youth for the past thirty-eight years (twenty-four years with WIOA NJYC), which has been recognized as one of the superior NJYC programs within the state. PACE has been successfully partnering with the WIOA youth program in conjunction with the NJYC program for the past twenty-four years. NJYC is fully integrated in the "to work" and training efforts of the local **WDB** and is thoroughly committed to the successful operation of this WIOA Youth Program.

NJYC will operate a comprehensive, structured curriculum with measurable outcomes for basic skills deficient youth leading to academic increases sufficient for enrollment in the next academic, vocational, technical training and/or employment for 48 at risk youth, ages 16-24, in Passaic County. Program goals include obtaining a HSE/HSD and have the academic increases to further their educational training/employment futures. All curricula will be aligned to the College and Career Readiness (CCR) Standards. A work experience component is embedded into the program as described in the WIOA guidelines and includes connections to careers, academics, social and emotional growth through an integrated service-learning component. This program will provide transition services and guidance counselor to provide mental and behavioral health support for placement and retention in employment, further training, and/or post-secondary education to become self-sufficient and productive members of society. Providing the opportunities and guidance to attain these goals will address the workplace literacy deficiencies of the out-of-school youth population. All participants will have an Individual Service Strategy (ISS) which will be updated as goals are accomplished which are shared with the PCWDC and One Stop System which are consistent with the fourteen elements as well as the goals and objectives of this proposal.

Enrollees enter the program in September, November, February, or July. NJYC follows the official school calendar from September to June and remains open in July and part of August. A minimum of 30 hours of programming per week are offered and hours are Monday-Friday, 8:15 am-2:30 pm with abbreviated summer hours. Instruction is held at 151 Ellison Street while work experience occurs at various public agencies and non-profit organizations with a Memorandum of Agreements attached. Whether in-person or remotely in pandemic times, all program elements are included in the core program components. The instructional approach combines group instruction with individual assistance and focuses on reading, math, and critical thinking skills for problem solving and writing skills. Additionally, an employability/life skills curriculum focuses on the development of a career portfolio, career exploration, and assessment. Computer-assisted learning and strategies to improve concentration and study habits are incorporated into the students' education plans. After orientation, participants receive a stipend of \$100 each week for perfect attendance as a motivational piece as well as to assist the youth with uniforms and transportation. Additional incentive stipends help increase student morale as they gain benchmarks in academics and other behavioral target outcomes. Outcomes will include, but not be limited to, attainment of a high school diploma or equivalency (HSD/HSE), an increase of a minimum of one grade level on the NRS Functioning Level (EFL), attainment of sufficient skills gains to qualify for further vocational or occupational training, attainment of a nationally recognized credential, entry into employment and/or further educational vocational or occupational training leading to employment and the completion of the Participant Checklist. Further instruction will include life and employability skills competency, 80+ hours of work experience, work readiness competency, a realistic career plan with updated resume, and a job or further training placement. Specific skills achievements include, but are not limited to, interviewing successfully, completing applications neatly and accurately, demonstrating a positive attitude and mature behavior at work, leadership skills, completing employment tasks effectively, exhibiting good interpersonal relations, and being able to choose, find, get, and keep a job.

The proposed budget for the WIOA Youth Program is entirely direct program costs. It provides funding primarily for almost two- indispensable NJ Certified teachers. It supplements state funding from the NJYC in Trenton and in-kind overhead costs from the Paterson Public Schools. It represents 23% of the total program cost and estimates a total of \$1,075,862 of in-kind and matching support as shown in the budget and budget match.

❖ *Section C*

**PROJECT NARRATIVE**

**1. Program Design and Services**

***Overview***

The Paterson Public Schools' Paterson Adult and Continuing Education Program (PACE) has been successfully operating a full-time day and evening program for Integrated English Language and Civics Education for 46 years, a New Jersey Youth Corps (NJYC) Program for 38 years, and a NJYC-WIOA program in partnership the Workforce Development Board/One Stop Career Center (OSCC) for 24 years. These programs provide our at-risk youth population the flexibility to allow for the integration of English as a Second Language, Civics Education and Adult Basic Education while they are attending NJYC to gain a state-issued high school diploma (HSE) or (HSD) and then go on to college or training programs to secure self-sufficient, in-demand careers.

PACE proposes to continue to operate a full-time NJYC Program for a minimum of fifty (50) out-of-school, at risk youth, ages 16-24, in the City of Paterson. The program will adhere to the following major principles: 1.) to improve educational achievement and earn High School Equivalency Diplomas (HSE/HSD), 2.) to prepare for success in employment, further training and/or college, 3.) to support youth through adult mentoring, guidance, and counseling, 4.) to provide services intended to develop the potential of youth as citizens and leaders. In addition, the full-time counselor will provide the Corpsmembers with an increased awareness of mental and behavioral health issues, skills to cope with these issues, and strategies to get assistance in overcoming them. In addition, an after-hours program provides opportunities for students to connect with staff and one another in a safe and engaging environment which improves retention through teambuilding and extracurricular activities including, but not limited to, movie and bowling nights, escape room challenges, on- and off-Broadway shows, NJ Devils' hockey games and NY Yankees and NJ Jackals baseball games.

This program will emphasize the long-term development of youth through a systematic approach that offers a broad range of coordinated services which will reflect the students' age and skill continuum with appropriate assistance and plans for the needs of youth as they move through the workforce development system. This program design includes academic instruction with a mathematics and reading-comprehension focus, as well as life, career exploration and employability skills training in order to obtain a state-issued high school diploma or a higher-level skill set to successfully complete the program and continue in further training opportunities, college, and careers. The program also provides substantial and meaningful hands-on work experiences with an emphasis on healthcare, transportation/logistics, and educational services for in-demand career industry clusters in order to develop effective workplace readiness; it provides opportunities for personal development in order to establish sustainable patterns of success; it develops "soft skills" (as described in the curricula section) that enhance employability and job retention; it includes basic reading, writing, calculating, and cultural competencies; and it provides transition services for placement and retention in employment, further training, or post-secondary education in order for graduates to become self-sufficient. The *Project Activity Plan* attachment offers an organized view of the implementation of activities required to meet each goal and objective. Providing both the opportunities and guidance to attain these goals will address the workplace literacy deficiencies of this out-of-school youth population as described in the *Statement of Need*. This program model is designed to achieve the specific performance outcomes described in detail in the attached *Statement of Work* and *Fourteen Youth Program Elements*.

Since the Covid-19 pandemic and the integration of the virtual Google Suite, we added much needed technology equipment and updated digital literacy curricula which increase students' marketability in the workplace and broadens their effectiveness throughout their academic endeavors. Digital literacy also affords students the ability to participate online and learn from home when absent or when in need of extra tutoring and/or enrichment projects to further their progress towards a successful future.

***Schedule and Course Content***

The five-day week is divided into a Tuesday, Wednesday, and Thursday academic/workplace integration schedule between 8:15-3:00 and a Monday/ Friday hands-on work experience schedule from 8:15-1:15, with tutoring sessions available between 2:00-3:00 pm. Corpsmembers are prepared for the workplace in each component of the program.

The T-W-Th schedule addresses the academic and training needs of each participant. All coursework, including life and employability skills classes are integrated with the Common Core State Standards (CCSS) and Career and College Readiness (CCR) standards to further develop the potential of youth to successfully transition to the next step, whether it be college, trade/training programs, or careers. In addition, based on each group's initial and interim assessments, Corpsmembers preparing for the High School Equivalency (HSE) will receive test-preparation classes and basic-skills remediation where needed, while the High School Diploma (HSD) Corpsmembers will receive the instructional skill sets and basic-skills remediation necessary to become successful in further training, college, and employment. The CCSS course offerings are Language Arts Reading and Writing, Science, Social Studies, Workplace Readiness, and

Mathematics including Numeracy, Algebra I & II, Geometry and Trigonometry which are detailed in the attached *Modules, Statement of Work*, and the CCR and CCSS standards at <http://www.corestandards.org>. The program includes a life skills component with financial-literacy instruction, job-readiness preparation, resume writing and interviewing skills. It provides structured career goal setting related to industry-specific employment, job search planning, and personal career portfolio development.

Participants acquire academic skills through a minimum of eighteen (18) hours of instructional coursework per week with a twelve (12) hour work experience component comprising a minimum of 80 hours of volunteerism through a supervised team approach. The schedule offers the necessary intensity and duration to allow participants to make substantial growth in academic skills and personal development, in addition to the development of the skills necessary for employment, training and self-sufficiency in a sixteen-week cycle. Participants may also be placed in an accelerated program cycle to graduate early, but as the HSE Exam becomes more difficult, participants may also need a full year or more to prepare for their HSE with a program extension. Participants are evaluated on academic performance through CASAS pre- and post-testing, official HSE Practice Tests, classroom assessments, and on the attached academic *Progress Reports* and work experience *Community Service-Learning Evaluation Form*.

Each participant meets with the guidance counselor, transition coach, and One-Stop Youth Specialist to review the results of the basic skills assessment and an attached *Individual Service Strategy (ISS)* in Google Docs is established. Youth performing below the 9th grade proficiency level are scheduled for basic skills instruction in language arts and/or mathematics to supplement the CCSS and CCRS curricula and then progress to HSE preparation. Youth performing at or above an 9th grade proficiency level take the HSE Exam after receiving the appropriate preparation classes. Participants holding a HSD follow their ISS prescribed according to their entrance CASAS Scores and updated based on interim assessments. All Corpsmembers receive an attached *Individualized Schedule* to meet the needs of their education plan. When their CASAS progress tests indicate that they are approaching the skill levels needed to pass the HSE, a HSE Official Practice Test is administered to verify their readiness before taking the exam. Those seeking further training/college placement are also given instruction in the college application process and financial aid assistance. All participants are scheduled for instruction in computer literacy, life skills, character development, and employability skills integrated within their academic coursework. Career Pathways are integrated into training curriculum, and program components are linked to one of the specified industry clusters described in the Passaic County Workforce Development Board's Strategic Plan. Instructors monitor progress in skill areas with quizzes, projects, exams, CASAS pre- and post-tests and HSE Official Practice Tests, along with observation and refining personalized educational plans. Computer-assisted learning and strategies to improve concentration, study habits, and computer-based testing are also incorporated into each participant's ISS.

PACE also provides a credit recovery program for Corpsmembers with 80+ high school credits to earn their regular high school diploma with the Paterson Adult High School while still enrolled in the NJYC. This gives this population of Corpsmembers the additional opportunity to graduate and move onto college or other training programs and careers in a timely fashion while still receiving NJYC services.

#### ***Work Experience***

The long-standing dynamic community service-learning work experience has been designed as part of a "team" experience. Each participant is placed on a 4- to 12-member crew that is supervised by a certified staff member. The crews perform meaningful service on a well-defined community service project created or requested by a local nonprofit community-based organization or government agency, such as food and clothing distribution centers, St. Joseph's Hospital and Medical Center, Passaic Valley Commission for EPA concerns, Barnert Hospital Subacute Division, the National Parks Service, the City of Paterson's Clean Communities, church groups, the Paterson Department of Public Works, Paterson's YMCA, and the NJDOT Urban Gateways Enhancement Program among others. Some of these mutually beneficial work-related partnerships date back thirty years and provide a dedicated staff member/mentor to supervise and facilitate the work experience. Corpsmembers are transported to and from the worksite on one of three 14-passenger NJYC vans or a Paterson District school bus. They must wear NJYC logo uniforms and safety equipment whenever appropriate. Each Corpsmember's performance is evaluated daily by the NJYC crew leader through observation and oral feedback from their site supervisor, and with a written performance evaluation. Many volunteer work experiences provide specific job-related skills in such areas as childcare, construction trades, landscaping, and/or knowledge of medical processes/procedures and confidentiality clauses/HIPPA. This work experience provides controlled, supervised work situations in which youth develop and demonstrate the work maturity skills that are essential to prospective employers. The projects include such varied activities as building trades and renovations, teacher assistants for children, tutoring for elementary school children, landscaping, office work, computer data entry of patient records, and various other volunteer experiences. The rotation of sites ensures that participants will experience diverse work situations that will help them to make informed career decisions. In preparing Corpsmembers for the workplace, the necessity of punctuality, professionalism, and teamwork is stressed.

The importance of maintaining appropriate grooming, hygiene, and dress code is explained and expected. Through role-playing activities, Corpsmembers learn ways to manage stressful situations effectively and develop good working relations with coworkers, peers, and supervisors, regardless of background or position. A second, though no less important, goal of performing community service-learning, is to provide young people with a sense of personal and community pride while gaining vital workplace-readiness skills.

### **2. Outreach and Recruitment Strategies**

The NJYC has a proven record of meeting and/or exceeding contracted levels of service, even during pandemic times, and this proposal is to service a minimum of 50 participants. At-risk youth that are overaged and under-credited to graduate are the major source of our enrollment. Youth are recruited through a referral network that has been developed with guidance counselors at the local high schools and through a direct referral network with the One-Stop System. Most enrollment comes through word-of-mouth. Many referrals are through our own Paterson Public Schools' high school guidance counselors with whom we meet regularly throughout the year. Our program also has a well-established referral system with local high schools in Passaic County including, but not limited to Passaic, Clifton, and Manchester High Schools with which we maintain contact, visit quarterly, with updated materials and give presentations periodically. NJYC also recruits by means of positive media coverage, circulation of program literature, and through personal recommendations from past and present Corpsmembers. The program offers a trimester platform, giving applicants an alternative to enter during three cohorts (July, September/October, and January/February), so they need not wait a long period of time to pursue their goals. Furthermore, the program director and staff provide tours, information sessions and parental Q & A's when requested. This program boosts retention efforts through counseling to overcome hurdles that were previously barriers and maintains an after-hours program to expand the teambuilding nature of the program as well as further Corpsmembers' education and training endeavors. The NJYC and the Passaic County Workforce Development Center (PCWDC) and the One-Stop Career Center (OSCC) have worked cooperatively for the past twenty-four years to establish a system of referral and certification of eligibility that streamlines procedures for participants.

### **3. Special Accommodations**

Special accommodations are made on an individual basis. The needs of individuals with disabilities are identified at the time of intake and addressed with appropriate supports. Paterson Public Schools' NJYC is ADA accessible, in compliance with the Americans with Disabilities Act. Modifications may be made using an Individual Education Plan (IEP), for example, extra time on tests or larger print for those visually impaired, when needed. Other special accommodations are made for appropriate service-learning work experiences and class assignments. Special services are provided through Paterson Public Schools and direct contact with Special Education certified teachers may be made for special educational resources and modifications. Other special services include, but are not limited to, PPS' Substance Abuse Counselors for alcohol and drug abuse, St. Joseph's Mental Health Facility, Needy Eyes, the OSCC, Division of Vocational Rehabilitation Services (DVR), and our own full-time guidance counselor and transition coach.

### **4. Intake Procedures, Orientation, & Testing**

Prospective candidates may obtain an attached *registration packet* at the NJYC Office or apply online at [https://docs.google.com/forms/d/e/1FAIpQLSeF5C6oKRdmB0rFUWsCFqXz1BOLL4bD3oYU11wTO90VuaSfzg/view\\_form](https://docs.google.com/forms/d/e/1FAIpQLSeF5C6oKRdmB0rFUWsCFqXz1BOLL4bD3oYU11wTO90VuaSfzg/view_form). Candidates must gather the documents that are needed for enrollment and Workforce Innovation Opportunity Act (WIOA) eligibility. Those who return a completed packet are scheduled for a four-week orientation, including a pre-assessment CASAS test in basic reading and mathematics skills, information sessions and teambuilding activities, an interview with staff members to review the assessment. A formal interview will be conducted to develop the preliminary attached *Personal Development Plan and Individual Service Strategy (ISS)*.

Candidates are interviewed and screened according to their level of maturity, commitment, and likelihood of success. Select clients who are not WIOA eligible may be enrolled under the state NJYC grant. The interview determines the types of services, counseling, and remediation that each participant may require. These needs are incorporated into their *Individual Service Strategy (ISS)* within the first two weeks of the orientation/launching period and are continually updated in tandem with the OSCC youth counselor during enrollment and follow-up. Medical, mental health, social service, legal, transportation, family, and career issues also play a significant role in the success of each participant, and strategies to overcome such issues are developed and recorded in their ISS. During the four-week orientation/launching period, applicants review and sign the attached *Student Handbook, Agreement and Grievance Procedures*. They then attend a daylong team building event to help develop the spirit of group membership and belonging. The goals and objectives of the NJYC program are made clear to each participant and are reviewed and continually reinforced in a series of individual and group counseling sessions along with teambuilding activities throughout the launching period and program cycle. The length of stay per enrollee will depend on their CASAS scores and other academic assessment criteria such as an Official HSE Practice Test, progress reports, evaluations, and portfolios.

### **5. COUSLING AND THE ONE-STOP SYSTEM**

Personal counseling begins with an initial interview designed to describe available program services, establish rapport, and collect personal data. Personal, mental, and/or behavioral problems that might impede a student's progress are identified and strategies are developed to address each situation. Referrals to appropriate support service agencies within the PCWDC/OSCC and/or NJYC partnerships may be made at this time. The program uses the Paterson Public School District's substance abuse program coordinator to provide necessary assistance and support to participants who abuse drugs and/or alcohol. Those in need of more intensive emotional, behavioral, or mental health programs are directed to the appropriate agency(s).

Personal and career counseling, placement, and retention assistance are all scheduled on an individual basis each weekday. The counselor and transition coach help Corpsmembers overcome barriers, develop strategies for success, and assess potential careers by exploring in-demand career clusters and making informed career decisions. All participants receive group counseling sessions for additional educational support and guidance on a bi-weekly basis. At weekly staff meetings, the counselor obtains information from staff on the performance of Corpsmembers and utilizes this feedback during regularly scheduled personal counseling sessions. During these sessions, the counselor reviews the progress toward completing program goals and updates the ISS as needed. Underperforming Corpsmembers are given additional guidance sessions and may meet with the program director for further intervention. An individualized contract may be developed for these students to maintain their focus for success. If a student continues in a detrimental manner, they may be asked to come back during the next cycle or when they are ready to continue their path to success. Corpsmembers' academic abilities and personal interests are assessed, and the results of these assessments are also reviewed in subsequent sessions. Corpsmembers clarify their personal and educational goals as they relate to personal strengths and interests and ISS's are updated regularly. Every week, student progress is reviewed with the OSCC Youth Counselor and NJYC staff, and any academic or personal problems and inadequate growth areas are addressed accordingly. Follow-up sessions are designed to review progress in meeting the ISS, to motivate Corpsmembers to achieve their goals, to assist Corpsmembers in developing strategies to ensure success, and to discuss strategies to resolve personal problems.

Corpsmembers are assisted in finding employment and job placement services which are matched to appropriate employment opportunities through conversation, online research, and career interest surveys. Corpsmembers also receive individual career counseling and participate in group sessions to help them identify career goals and develop a career plan. Career counseling enables them to identify their strengths and interests, acquire knowledge about available careers and local job market trends, and refine decision-making abilities that help them make appropriate choices about employment and training opportunities. Guest speakers from educational institutions and training programs make presentations to discuss student career options and describe the various occupational-skills training options available to them. The OSCC youth counselor meets weekly with the program director and/or coach and counselor to update and apprise each other of student needs. Field trips using school vans are taken to tour various training facilities and colleges. The employability/transition coach meets individually and regularly with each participant to evaluate and update the preliminary career plan for both short-term and long-term goals that are developed during employability-skills training. The counselor, coach, teachers, and Corpsmembers work together to develop and implement a career plan that is both realistic and attainable, and which is revised as needed and recorded in the attached *Counselor Log* and *ISS*.

Corpsmembers have ready access to <https://www.nj.gov/labor/career-services/>, O\*Net and other web-based employment resources on all computers as well as dedicated time to enter and apply via online applications. Corpsmembers visit PCWDC-sponsored workshops and job fairs when available and participate in online virtual tours, as well. The One-Stop and NJYC counselors help to set up appointments for Corpsmembers seeking both part-time jobs while enrolled in the program and full-time placement upon completion of the program. The coach also assists participants with web-based employment resources in addition to obtaining information about the various training and education opportunities available to them after graduation. The coach helps participants create and update resumes, review interviewing techniques, and get to the interview and the first day of work on time.

6. **WIOA Youth Program Elements:** All Program Elements are attached in the *Youth Program Element Chart (H)*

7. **ENTRY LEVEL CRITERIA**

Testing and Grade Levels	CASAS (Mathematics/Reading 5.0 grade level+) Special exceptions may apply with PCWDC/OSCC approval.
Physical Abilities and Requirements	None
Training Prerequisites	None
Language Requirements	Basic English
Aptitudes and Abilities	None



Candidates must be between the ages of 16-24, must not appear on any K-12 school system roles, and must have a completed and signed a parental consent form if under 18 years of age. They either must not have completed high school or have a high school diploma with low-level skill attainment to gain acceptance into our program. The Corpsmembers with high school diplomas will have an ISS based on their skill levels and special needs, while those without a high school diploma will receive their own ISS detailing their individualized class structure. There are no physical requirements, training prerequisites, work-history prerequisites, or aptitude and ability requirements except that all candidates must be able to overcome attendance barriers such as childcare or transportation, demonstrate an acceptable level of maturity, and show a positive attitude during the interview and orientation/launching period. The candidates who are most likely to benefit from the program realize that they want to make changes in their lives. They may not know how to overcome challenges, but they recognize the opportunities NJYC has to offer. During the interview, the program looks for an indication that the candidates are ready to take charge of their lives and move towards self-sufficiency.

**8. EXIT CRITERIA AND OUTCOMES**

Exit criteria for program participants will be based on a combination of the following: basic-skills competency, increasing at least one grade level in language arts reading and mathematics, an HSE, life- and employability-skills competency, community service-learning work experience, work readiness, a realistic career plan with an updated resume, and a job, college, or further training placement. Individual achievements will include increases in self-esteem, self-confidence, self-direction, leadership skills, sense of belonging, community awareness and pride, in addition to the “soft skills” and work-maturity competencies outlined in the attached curricula and acquired through the community service work experience. The Corpsmember’s ISS is constantly updated to keep the document current, and follow-up services continue for one-year or more.

Placement of youth in a career, college or further training is the targeted outcome for graduates and continues through follow-up services. The coach, counselor, and One-Stop Youth Counselor work one-on-one and in group settings with those Corpsmembers that have not achieved these targeted outcomes within the desired time frame by further developing their academics, job skills, and marketability through personal tutoring, online platforms, and program extensions.

<p>Testing and Grade Levels Corpsmembers enter at all grade levels from 5.0 and above on the CASAS Reading and Mathematics Sections. (Exceptions may apply with PCWDC approval).</p>	<p>Name of Test: CASAS Assessment Exit Grade Levels: A minimum or one or more grade level increases Literacy/Numeracy: A minimum or one or more grade level increases Name of Test: HiSET / GED Official Practice Test Exit Grade Levels: One or more “Performance Level” Increases – those with a “Somewhat Ready” to “Extremely Ready” score will have the opportunity of taking those HSE sections while preparing for other sub-sections. Literacy/Numeracy: One or more “Performance Level” Increases – those with a “Somewhat Ready” to “Extremely Ready” score will have the opportunity of taking those HSE sections while preparing for other sub-sections. An accelerated program cycle is available for those individuals that are at or close to the high school level and progress in a fast-paced program, and a prolonged cycle will be made available for those needing further instruction. High School Graduates: Must show increased competency levels that allow them to gain acceptance into a training program or obtain solid employment. If a participant is a low-level entry (CASAS levels 1-5), they may need additional academics beyond the grant year which we will provide on a case-by-case basis or basic skills instruction before entering the program. Our Title II IELCE Grant provides these individuals with these added benefit services.</p>
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<b>Proficiencies and Training Credentials*</b>	<p>Attainment of High School diploma or equivalent and increase of a minimum of one NRS Educational Functioning Level (EFL) grade level.</p> <p>Attainment of sufficient skills gain to qualify for further vocational or occupational training and increase of a minimum of one NRS Educational Functioning Level (EFL) grade level.</p> <p>Entry into employment and/or further educational, vocational, or occupational training leading to employment.</p> <p>Completion of Participant Checklist.</p> <p>Employability skills attainment, workplace readiness skill attainment, competitive resume, cover letter, letter of recommendation, thank you letter, professional email address, portfolio creation, job and/or college applications – paper and/or online career/employment plan, interviewing skills portfolio with question bank and personalized answers.</p> <p>*Relevant trainings, skill attainment, and linkages to demand occupations will include the OSCC youth counselor, transition coach and student input during weekly meetings.</p>
<b>Job Placement Goals/ Job Titles</b>	<p>Job placement goals are determined from student interest surveys on NJCAN and/or career profiler on O*Net. Corpsmembers also meet with their OSCC career counselor, guidance counselor, and/or transition coach weekly to discuss various career clusters that are prominent in the area and those that match their interests and aptitudes. Some such job titles include, but are not limited, to Medical Assistant, Medical Coding/Billing, Home Health Aide, Food Services/ Culinary Arts, Computer Science, and Logistics, Transportation, and Manufacturing.</p>
<b>Other (describe)</b>	<p>All Corpsmembers must attend at least one job fair and one college fair (in-person or virtually) and complete at least one online job application. They must also conduct at least one full interview with their peers or a mock interview which will be critiqued, reviewed, and repeated until a satisfactory outcome occurs.</p>

**9. STATEMENT OF WORK**

The review and evaluation process of skill attainment and program effectiveness is conducted monthly and as benchmarks are reached. After a minimum of seventy academic hours, the CASAS post-test is given to determine individual progress and must meet a minimum of a one grade level improvement in language arts reading and mathematics. In addition, other exit criteria such as employability/life-skills achievements and other attainment areas are discussed in the attached *Statement of Work* and in the exit criteria in Section 8 above.

**10. SUPPORT SERVICES**

A multitude of support services are provided, beginning with a stipend of \$100/week for perfect attendance to assist these at-risk youth in developing into responsible young adults. While giving them an incentive to attend, the stipend also provides financial assistance for travel and/or uniform expenses, as well as the opportunity to develop financial planning and budgeting skills. The district also provides free breakfast and lunch. Corpsmembers are also permitted to go out for lunch as responsible young adults.

NJYC also provides up to a month of free bus/rail passes to ensure that newly employed participants get to work on time during the crucial beginning stages of the job. Furthermore, NJYC provides seven free hours of driver training, including use of a road test vehicle, by an approved driving school for the first fifteen participants who obtain a NJ driver's permit. The goal of this strategy is to make the participant more employable by increasing the geographical range of potential employment opportunities.

A unique technique to motivate, engage, and retain Corpsmembers is our well-established after-hours program. At least once a month, a special activity is planned for Corpsmembers who are described as having good attendance, grades, classroom behavior and positive work experience reports. These activities include, but are not limited to, movie and bowling nights, roller skating, and golfing. Other special events occur during school hours, after-school hours or on weekends, such as trips to Six Flags, NJPAC Shows, The Bronx Zoo, Circle Line, and New Jersey Jackals Baseball Games. Even if Corpsmembers do not qualify for a specific activity, they are given every chance to improve performance and participate in the next event

### 11. TRACKING, REPORTING AND FOLLOW UP SERVICES

Tracking includes, but is not limited to, attendance reporting and time sheets, placement services, referral information, and timely and complete reporting on ISS and shared Google Docs participant performance reports. Records are continually updated by our comprehensive staff, including the job developer/data manager, transition coach, guidance counselor and OSCC youth specialist that work closely together for the success of all Corpsmembers. The coach, data manager, and guidance specialist act as liaisons with the OSCC youth counselor responsible for training programs and on-the-job training opportunities. The OSCC youth counselor visits weekly to meet with Corpsmembers as they progress towards graduation, and the Independent Training Accounts (ITAs) are discussed. All communication with Corpsmembers is documented in Google Docs and the ISS.

The coach, data manager, and guidance counselor also provide twelve months of follow-up services to track the progress of youth in employment and training, in addition to mental-health checkups through in-person and phone communication, emails, and texts as well as through social media and/or worksite visits. The coach is available to the employer to resolve problems that may occur on the job. Accurate records are maintained on follow-up, participant achievements after completion, outreach activities, and any further needs of each participant. Those not already in a job or training/college program get further support and services through employer and college/training program contacts, job banks, online applications, appointments, in-person interviewing techniques, and any other skills training needed to further the Corpsmembers' job-readiness. Those already placed also have continual follow-up services for at least one year after exiting. With this strong support team dedicated to our at-risk youth, deficiencies are identified and addressed in a timely manner so all Corpsmembers may move toward successful futures.

### 12. CUSTOMER FILES

Customer files are securely stored in the main NJYC Office under supervision of the program director and administrative assistant. Files are continually updated with student progress reports, CASAS pre- and post-tests, special certifications, and high school diplomas, along with the required documents for One-Stop program certification. This information is shared on *Google Docs* with the OSCC through a coordinated effort with the NJYC coach, program director, and data manager/administrative assistant. In addition, any confidential issues, concerns, or documents are locked in the guidance counselor's office and shared only on a need-to-know basis.

### 13. STAFF QUALIFICATIONS

The NJ certified staff consists of 8 full-time members: a youth director, transition/employability coach/teacher, guidance counselor, youth data specialist/tutor, 3 at-risk-youth dedicated teacher/crew leaders, (teachers on T-W-Th and work experience crew leaders on M-F), and one dedicated administrative assistant. The WIOA proposal will partially fund 2 vital staff members while the state grant and local funds cover the other vital staff members. All certified staff members have bachelor's degrees or higher, appropriate NJ teaching certificates, and standard contracts with Paterson Public Schools. All staff have extensive experience with at-risk youth, educational basic-skills instruction, and teaching work-maturity skills. All professional staff members must complete a minimum of 20 hours of staff development training per year to stay current with educational trends and innovations for this at-risk population. The State NJYC Office also provides youth training for all staff at NJ Youth Corps Professional Development Conferences and provides technical

<b>Tracking Contact Person(S)</b>	Name: Rosario Sanchez/ Susan Ronga	Phone: 973-321-0570 Cell: Susan Ronga 201-546-2074	Fax: 973-321-0766	E-Mail <a href="mailto:rsanchez@paterson.k12.nj.us">rsanchez@paterson.k12.nj.us</a> <a href="mailto:sronga@paterson.k12.nj.us">sronga@paterson.k12.nj.us</a>
<b>Reporting Contact Person(S)</b>	Name: Susan Ronga, Erica Cashaw, Kristine Labita	Phone: 973-321-0570 / 0571 Cell: Susan Ronga 201-546-2074	Fax: 973-321-0766	E-Mail <a href="mailto:sronga@paterson.k12.nj.us">sronga@paterson.k12.nj.us</a> <a href="mailto:ecrenshaw@paterson.k12.nj.us">ecrenshaw@paterson.k12.nj.us</a> <a href="mailto:klabita@paterson.k12.nj.us">klabita@paterson.k12.nj.us</a>
<b>Follow-Up Contact Person(S)</b>	Name: Erica Cashaw, Kristine Labita and Vera Mirashi	Phone: 973-321-0570	Fax: 973-321-0766	E-Mail <a href="mailto:ecrenshaw@paterson.k12.nj.us">ecrenshaw@paterson.k12.nj.us</a> <a href="mailto:klabita@paterson.k12.nj.us">klabita@paterson.k12.nj.us</a> <a href="mailto:vmirashi@paterson.k12.nj.us">vmirashi@paterson.k12.nj.us</a>

assistance and training for new staff members, as needed. Our major funding and monitoring sources are the NJ

Departments of Education, NJ Department of Labor and Workforce Development, and the PCWDB. All staff have been vetted and approved by Paterson Public Schools and the NJ Department of Education. Staff credentials, resumes and job descriptions are attached.

**14. COLLABORATIVE EFFORTS**

The community service work experience comprises between 30-40% of the activities of the program. To prepare Corpsmembers for the workforce, NJYC develops employer-linked activities for supervised work experiences. The non-profit host agencies provide the work environment and the opportunity to gain valuable work experience for each crew. The organizations that request community service assistance vary from term to term and complete the attached *Memorandums of Agreement*. Other valuable resources for leadership opportunities, teamwork, confidence building, and recreational activities include in-school and after-school programs with activities and venues that include, but are not limited to, T-Bowl, Monster Golf, the Other Tales Escape Room, YMCA, Liquid Church, Fairview Lakes' YMCA, and Paterson Public Schools' facilities. The state grant mandates a Pregnancy Prevention Program, and further health maintenance resources are provided by the Hyacinth Foundation, Project COPE through Rutgers University, and other health care professionals that present several workshops and counseling sessions at our facility in addition to free AIDS screening. NJYC also utilizes its own school district personnel and resources such as school nurse, substance awareness counseling, and free breakfasts and lunches. Other community organizations that provide free support services to Corpsmembers include St Joseph's Hospital Charity Care for emergency dental concerns, St. Joseph's Mental Health Clinic for counseling, Oasis for emergency food and clothing for females, New Eyes for the Needy for eye exams and glasses, Paterson Board of Health for STD screening, Paterson Housing Authority for Section 8 Housing, the Paterson Fire and Police Departments for presentations about opportunities for employment, and Passaic County Community College for admissions office for enrollment workshops. Finally, the PCWDC and OSCC provide direct services to NJYC participants in the form of speakers who present information about WIOA Individual Training Account (ITA's) opportunities and counselors who assist in the placement of NJYC program completers. Partnerships and lists of growing resources available to Corpsmembers are attached.

Paterson's NJYC successfully leverages financial resources among three organizations that provide matching and in-kind funds as described in detail in the attached budget line-item explanation: Passaic County Workforce Development Center, NJ State Youth Corps Office (NJDOL), and the Paterson Public Schools. It also obtains the cooperation of community-based organizations and local government agencies that provide services in their areas of expertise to participants. Lastly, the *Explanation of In-Kind/Matching Funds* attached for the FY23 WIOA Youth Services Proposal breaks down these resources into the various line-item categories. The total amount of in-kind/matching funds for this proposal will be \$1,075,862.

**15. PAST PERFORMANCE OUTCOMES-THREE YEAR**

Paterson Public Schools has been operating a comprehensive NJYC program for out-of-school youth for the past 38 years with outstanding results. It has annually passed State of New Jersey on-site and virtual monitoring visits and consistently met or exceeded outcome performance expectations. It has been recognized as one of the superior NJYC programs within the state. PACE has been operating a WIOA youth program in conjunction with the NJYC program for the past 24 years and has passed all Passaic County Workforce Development Center on-site monitoring visits. The many years of experience in operating youth programs and the excellent cooperative relationships established with PCWDC/OSCC and with community service partners have allowed NJYC to consistently attain positive performance outcomes with the hard-to-serve, out-of-school youth population of Passaic County.

For the three most recent years, FY2019-2021, NJYC has enrolled 152 PCWDC certified NJYC Corpsmembers, including during the pandemic years. Of these enrollees, 113 of 152 or 74% started below the ninth-grade level, including 15 who were below fifth grade level. 127 of 152 or 84% have attained the academic goal of an increase of at least one grade level in reading and mathematics; 146 or 96% have demonstrated employability skills competencies; and 146 or 96% have completed life-skills training. Eighty-two (82) or 54% have obtained a high school equivalency diploma. A total of 148 or 97% of participants completed a minimum of 80 hours of community work experience and demonstrated work-maturity competencies. There are 28 participants (18%) who obtained unsubsidized employment in pandemic times which is normally much higher.

Outcomes	FY19	FY20	FY21
Number of Corpsmembers enrolled/referred	50	62	40
Number of Corpsmembers served	50	62	40
Number of Corpsmembers terminated (exited/completed)	48	50	32
Number of Corpsmembers who dropped out	2	12	8
Number of Corpsmembers who increased NRS EFL & Avg. academic reading improvement grade level increase	48	44	36

Youth Program Proposal – New Jersey Youth Corps of Paterson

Number of Corpsmembers who increased NRS EFL Avg. academic math improvement grade level increase	47	52	40
Number of Corpsmembers who received a credential through the program	38	30	15
Number of Corpsmembers who attained HSE	30	29	23
Number of Corpsmembers who moved onto higher education	6	0	0
Number of Corpsmembers who entered employment	21	42	32
Average wage placement	\$10.00	\$11.00	\$11.00

***Thus far in FY22, there are 54 enrolled, 26 HSEs, 42 completers, 29 employed, and 36 received a credential which may be viewed in the FY22 Google Docs and ISS's.***

Per the above three-year outcomes, 95% of all participants increased NRS EFLs. 100% of participants were served, between 78-90% exited the program with a credential or HSE, and between 68-94% went on to further training or college. Credentials include but are not limited to SORA, CPR/First Aid, Driver's Licenses, and ServSafe Food Handler's Certificates. Even after exiting the program, participants some participants continued their journey with NJYC tutoring and counseling in order to continue their study and attain their HSE including four in FY19, seven in FY20 and three in FY21. We continually strive to serve these at-risk Corpsmembers in order to prepare them for college and careers as well as to develop their potential as citizens and leaders of our future.

This program emphasizes the long-term development of youth through a systematic approach that offers a broad range of coordinated services to meet the needs of all at-risk youth as they move through the workforce development system.

❖ *Section D*

**Organization, Administration and Management**

Paterson Adult & Continuing Education Program (PACE) has been providing education services continuously for forty-six years and has the full support of our local education agency, Paterson Public Schools. It has experience in successfully operating many programs with grants obtained from federal, state, and local sources. It has successfully operated a Consolidated Adult Basic Skills Program, an Integrated English Literacy and Civics Education Program, a New Jersey Youth Corps Program, High School Equivalency (HSE) Testing Center, Passaic County Workforce Development Board (WDB) Workforce Learning Link, a Work First NJ Program, and an Adult High School Program. PACE is also the largest member of the Passaic County Adult Education Consortium, which provides adult education programs for the local One-Stop System under the Title II section of the Workforce Innovation Opportunity Act (WIOA) of 2014. It has been operating a comprehensive New Jersey Youth Corps Program for out-of-school youth with a state grant for thirty-six years. The program has annually passed State of New Jersey on-site monitoring visits and produced successful results in outcome performance to be continually funded. It has been recognized as one of the superior NJYC programs within the state. PACE has been operating a WIA/WIOA youth program in conjunction with the NJYC program for the past twenty-three years and met or surpassed all on-site monitoring visits.

As a local education agency, PACE has resources to ease cash flow situations and to provide generous in-kind contributions to solidify and expand services. There are district financial resources available to offset any potential disallowed costs to the program. This proposal estimates a total of \$1,075,862 of in-kind and matching support to cover the cost of professional staff, staff development, facilities, administrative and support services, materials and supplies, and technology. PACE has exceptional experience and capacity, is fully integrated in the “to work” efforts of the local WDB, has demonstrated program effectiveness, and is thoroughly committed to the continued successful operation of the WIOA Youth Program. It has established close ties with many community-based organizations and local government agencies as a result of organizing and operating volunteer community service projects through the NJYC Program. The principal of PACE is a member of the Passaic County WDB, and the assistant to the principal/program director is the interim chairperson of the WDB Youth and Education Committee. We are committed to realizing the vision of this Request for Proposal because it affords us the opportunity to continue operating a comprehensive youth program whose goals closely mirror our mission statement. It allows us to focus on creative learning experiences, literacy, respect for individual differences, personal and community pride, and personal growth towards the realization of self-sufficiency. It allows us to address the needs of our community as described in the Statement of Need. The Paterson Public Schools’ Board Action authorizes PACE to seek funding to operate the WIOA Youth Program.

**FISCAL**

All fiscal and staff personnel matters are processed through the principal’s office to the District Business Office. The district employs grant accountants who are responsible for the accounting and monitoring of grants, from the verification of receipt of funds to the processing and monitoring of expenditures. They maintain accurate, current, and complete financial information to meet the prescribed requirements for financial reporting. They follow a formal system of authorization, record keeping and transaction coding for all expenditures. These accountants provide the principal/program director with financial reports on a regular basis that assist in monitoring the flow of funds and making informed decisions on the use of grant monies. All purchases of supplies and materials are processed through the district purchasing department according to standard procedures. There are no sub-contractor agreements in the proposed program of service. The attached financial audits and certificates are readily available public documents at [www.paterson.k12.nj.us](http://www.paterson.k12.nj.us)

The NJYC Program Director and staff collect and maintain all participant records in the Youth Corps office. Records are sorted according to their function. Student folders contain general information about students

(contact information, medical records, WDB eligibility documentation, attendance records, number of service hours). Academic and service records (evaluations, grades, transcripts, copies of diplomas) and career/placement records (job information, follow-up) are filed separately in the office for easy access and are digitally saved. For reasons of privacy, the counselor maintains personal counseling and referral records in a locked cabinet. The director and transition coach maintain a comprehensive database that tracks the progress and achievements of each participant. The information is updated on an ongoing basis. In addition, the One-Stop Career Center and NJYC use *Google Docs* which document each student's benchmarks, goals and objectives for the current year, an Individual Service Strategy with regular updates, and monthly follow-up services of the prior year.

### *PROGRAM MANAGEMENT AND EFFECTIVENESS*

The principal of the PACE, Nora Hoover, functions as the grant manager for all programs at the PACE and reports to the assistant superintendent of school administration, Mr. David Cozart. The program director, Susan Ronga, is assigned 100% of the time to the day-to-day supervision of the New Jersey Youth Corps Program and reports directly to the principal. She oversees a staff of 8 NJYC personnel and fifty or more students per year. The principal and the director discuss matters of program concern at the beginning of each week and have regular extended formal monthly meetings and to review progress of participants, staff performance, budget spending, special initiatives and progress towards meeting program goals and objectives. The administration has over 45 years of experience in the fields of secondary at-risk youth and adult education.

Procedures to ensure program quality, customer satisfaction and contract compliance occur at three levels: the program level, the district level, and the state level and all financial and program records will be retained for a period of seven years. At the program level, NJYC uses a variety of methods to determine effectiveness, data analysis, participant feedback, observation, and staff discussion. The staff meets on a weekly basis to review, evaluate and plan the day-to-day operation of the program and to review the progress of individual participants and community service projects. The Counselor reports on oral feedback she has obtained from individual and group counseling sessions. The staff meets to analyze the performance report data on enrollment, service hours performed, outcomes, academic growth, number of completions, and the overall progress towards meeting contractual obligations, goals, and objectives. Whenever the self-evaluation process indicates a need for improvements, new strategies are developed and implemented.

At the district level, the principal observes staff performance and conducts an annual oral and written review that is recorded in the district personnel files. The principal meets with the director monthly to review the program performance report. The principal provides additional resources and implements programmatic changes that are deemed necessary to maintain program quality and ensure the attainment of program objectives.

At the state level, the director attends bimonthly meetings at the NJYC offices in Trenton or remotely to report on program activities. Ms. Ronga files monthly reports to the NJYC state administrators and receives written reviews of the report that identify any areas of concern that may arise. Each year, the state office monitors, either in-person or remotely, to conduct a thorough review and complete a written report to ensure program compliance. An "excellent" grade over the past few years of monitoring has not generated any major or minor infractions, including COVID-19 monitoring. Any identified deficiencies must be addressed with a written corrective action plan., yet no deficiencies were identified in any monitoring report.

### *FUNDING*

Primary funding for New Jersey Youth Corps comes from the State of New Jersey, N.J.S.A. 9:25, *et. seq.* The grant amount for FY22 is presently set at \$520,000. It covers staffing, student stipends, vehicle expenses, uniforms, work clothes, field trips, travel, driver training, bus/rail passes and consumable materials/supplies for academic and work-experience projects. However, these amounts are not sufficient for the Paterson Public Schools to operate NJYC at the staffing patterns and other minimum standards required in the grant's scope of service. The WIOA Youth Program grant provides additional funding that allows the Paterson NJYC to increase enrollment, enhance services, and improve the overall quality of the program. This funding is now essential to the successful attainment of program objectives. It provides a reduced staff-student ratio, further counseling services, increased staff flexibility, enhanced work-readiness instruction, provides the capacity to operate during summer months, and allows for better follow-up services and increased enrollment and placement opportunities. The budget proposed for the WIOA Youth Program represents 100% direct-program costs. It will cover the salaries and fringe of almost two indispensable staff members and hourly wages to operate during the summer months. The Paterson Public Schools will also provide an estimated amount of \$734,258 of in-kind services. It covers administration, supervision, and items such as rent, maintenance, equipment, communications, insurance, and payroll services.

The attached Explanation of In-Kind/Matching Funds for the FY 2022-2023 WIOA Youth Services Proposal breaks down these resources into the various line-item categories. The total amount of in-kind/matching funds for the proposal will be \$ 1,075,862



# E Program Budget FY23

Training Organization	Paterson Public Schools			
Program	New Jersey Youth Corps/WIOA Youth			
Total Budget	\$250,000			
Total Served	50			
Per Person Cost	\$5,000			
CATEGORY	ADMINISTRATION	PROGRAM COSTS	TOTAL	IN-KIND/ MATCHING
		\$131,860	\$131,860	682,576
SALARIES		84,140	84,140	121,501
FRINGE		9,000	9,000	15,515
CONSUMABLE MATERIALS				
NON-CONSUMABLE MATERIALS				
EQUIPMENT RENTAL				
EQUIPMENT PURCHASE				114,384
RENT				
UTILITIES				26,880
BUILDING MAINTENANCE				4,507
TELEPHONE				600
POSTAGE				
ADVERTISING				8,589
INSURANCE				12,800
PAYROLL SERVICES				
CONSULTANTS				600
TRAVEL				4210
TEST/EXAM FEES				
INDIRECT COSTS				\$11,700
FEES				
PROFITS				72,000
OTHER (Student Stipends)				
SPECIFIC AID TO CLIENTS				
SUBCONTRACTS		\$25,000	\$25,000	
10% PERFORMANCE BENCHMARKS		\$250,000	\$250,000	\$1,075,862
<b>TOTAL BUDGET</b>				

**Administrative costs may not exceed 10% of budget total**

## E (continued) Administration Budget Justification

For each line item, explain the charges for Administration. Clearly indicate how staff time will be utilized in the specific delivery of services. Include a complete list of all materials requested and how these are essential to the program. Note: For purposes of this budget, *consumable materials* are those that may be used and discarded; *non-consumable materials* may be used more than once.

### 1. Administrative Staff Salaries

JOB TITLE	HOURLY RATE	HOURS CHARGED PER WEEK	# WEEKS	TOTAL SALARY
<b>TOTAL SALARIES</b>				
	<b>RATE</b>	<b>COST</b>		
<b>FRINGE BENEFITS</b>				
F.I.C.A				
WORKERS' COMPENSATION				
HEALTH INSURANCE				
OTHER (explain)				
<b>TOTAL FRINGE</b>				

### 2. Administrative Budget Line Items

Each line item must have a complete listing of materials, services, etc. requested and an explanation of the applicability and use for the program. Additional pages may be added to describe these expenditures. Line items include: consumable materials, non-consumable materials, equipment rental, equipment purchase, rent, utilities, building maintenance, telephone, postage, advertising, dues/subscriptions/ memberships, insurance, payroll services, consultants, travel, training tools, uniforms, test/exam fees, indirect costs, fees, profits, and other items as required.

LINE ITEM	EXPLANATION

## E (continued) Program Costs Justification FY23

For each line item, explain the charges for Program Costs. Clearly indicate how staff time will be utilized in the specific delivery of services. Include a complete list of all materials requested and how these are essential to the program.  
 Note: For purposes of this budget, *consumable materials* are those that may be used and discarded; *non-consumable materials* may be used more than once.

### 1. Program Costs Staff Salaries

JOB TITLE	HOURLY RATE	HOURS CHARGED PER WEEK	# WEEKS	TOTAL SALARY
Instructor/Crew Leader: Michael McMahon \$101,725	40% Salary	35	42	40,690
Instructor/Crew Leader: Randa Saleh \$59,955	40% Salary	35	42	23,982
Transition Coach: Erica Crenshaw \$68,156	50% Salary	35	42	34,078
Secretary: Rosario Sanchez \$58,276	40% Salary	40	48	23,310
4-PT Summer/After-hours Teachers (\$35*60hrs) = 2100	\$35	20	3	8,400
Guidance Social Worker (\$35*8days*5 hours)				1,400
<b>TOTAL SALARIES</b>				<b>131,860</b>
<b>FRINGE BENEFITS</b>	<b>RATE</b>	<b>COST</b>		
F.I.C.A 7.65% (\$) -(no teachers) \$33,110		<b>\$2,533</b>		
<b>WORKERS' COMPENSATION</b>				
HEALTH INSURANCE (Varies by Employee)		\$11,149 \$7037 \$9,506 \$9,013 Total = \$36,705		
OTHER (explain) TPAF -Teachers Only: 45.47% (\$98,750)		\$44,902		
<b>TOTAL FRINGE</b>		<b>\$84,140</b>		<b>\$216,000</b>
<b>TOTAL</b>				

### 2. Program Costs Budget Line Items

Each line item must have a complete listing of materials, services, etc. requested and an explanation of the applicability and use for the program. Additional pages may be added to describe these expenditures. Line items include consumable materials, non-consumable materials, equipment rental, equipment purchase, rent, utilities, building maintenance, telephone, postage, advertising, dues/subscriptions/memberships, insurance, payroll services, consultants, travel, training tools, uniforms, test/exam fees, indirect costs, fees, profits, and other items as required.

LINE ITEM	EXPLANATION
Uniforms	\$4500 (\$90-2Tees, 1 Sweatshirt, 1 Sweatpants NJYC Logo)*50=\$4500
Supplies and Materials	\$4500 (Toner, paper, notebooks, workbooks) \$90*50=\$4500
Benchmarks	\$25,000

Youth Program Proposal: Paterson Public Schools – New Jersey Youth Corps

**Line-Item Breakdown of in-Kind/Matching Funds  
for the NJYC Proposal FY23**

Salaries & Benefits as described below:

Total WIOA Salaries & Benefits NJYC = \$ 216,000

<b>Teacher/Staff Member</b>	<b>Salary</b>	<b>Benefits</b>
Instructor/Crew Leader: Michael McMahon	40,690	11,149
Instructor/Crew Leader: Randa Saleh	23,982	7,037
Instructor/Transition Coach: Erica Cashaw	34,078	9,506
Admin. Asst/Data Mgr.: Rosario Sanchez	23,310	9,013
4-PT Summer/After-hours Teachers 2625	8,400	2,426
TPAF/FICA/Health		44,902
Summer/PT Teachers/Guidance Counselor	1,400	107
<b>TOTAL SALARIES/Benefits</b>	<b>\$131,860</b>	<b>84,140</b>

Total NJYC Salaries & Benefits State Funding= \$ 341,604

<b>Teacher/Staff Member</b>	<b>Salary</b>	<b>Benefits</b>
Instructor/Crew Leader: Michael McMahon	61,035	18,614
Instructor/Crew Leader: Randa Saleh	35,973	6,848
Instructor/Crew Leader: Kenneth Reilly	51,263	2,311
Transition Coach: Erica Crenshaw	34,078	9,506
Secretary: Rosario Sanchez	34,966	13,520
Program Director: Susan Ronga	55,338	9,499
4-PT After-hours Teachers \$35*60hrs	8,400	643
<b>TOTAL SALARIES</b>	<b>280,663</b>	<b>60,941</b>

Local Adult Salaries & Benefits Education funds = \$ 462,473

<b>Teacher/Staff Member</b>	<b>Salary</b>	<b>Benefits</b>
Vera Mirashi, Youth Guidance Counselor	60,000	15,000
Kristine Labita, Data Mgmt./Youth Specialist	60,918	15,000
Program Director: Susan Ronga	55,338	9,499
Principal: Nora Hoover	174,394	18,750
Teacher/Crew Leader 50% Ken Reilly	51,263	2,311
<b>TOTAL SALARIES</b>	<b>401,913</b>	<b>60,560</b>

Total In-Kind/Matching Salaries and Benefits = \$804,077 S(682,576) B(121,501)  
 Total Page 2 In-Kind/Matching Expenditures = 271,785

**Total In-Kind/Matching Funds = \$ 1,075,862**

Youth Program Proposal: Paterson Public Schools – New Jersey Youth Corps

Consumable Materials	2,500 8,470	-NJYC State grant, line 100-610 -Local Educational Funds
Rent	114,384	9,532 monthly fees from general District funds
Building Maintenance	26,880	-value of custodial services at 25% of 1,865 x 3 monthly custodians from general District funds = 22,380 -value of security services at 25% of 1,500 monthly from general District funds = 4,500
Telephone	4,507	-value of communications from general District funds
Postage	600	-value of postage from general District funds
Insurance	8,589	-value of student insurance policy @ \$30 each x 100 students = 3,000 -value of auto liability insurance for 3 vans at \$1,863 per vehicle = 5,589
Payroll Services	12,800	-value of time spent on grant for payroll, purchasing, accounting, etc. @ 4% of total budget of \$320,000
Travel	120	-NJYC grant, line 200-580 staff travel Other funding source 20.621
Uniforms	4,545	-NJYC grant, line 200-600 uniforms
Fees	11,700	-NJYC State, line 100-800 for field trips = 10,500 -NJYC grant, line 100-500 for driver training and road test service = 2,800
Testing Fees	2,250	NJYC State: HSE Testing Line: \$2,250
Other	74,440	NJYC State, line 200-110 for corps member Other funding source NJDOE work experience student stipends = 74,440
<b>Total page 2</b>	<b>\$271,785</b>	

# Form F – Statement of Work

## Goals, Objectives, and Outcomes

Training Organization: Paterson Public Schools  
 Program Name: WIOA Out of School Youth Program

Goals Service Components/ Modules	Objectives Knowledge/ Skills Attained	*Time -frame	Evaluation Tools Methods of Measurement	Outcomes Minimum Required Performance
1. To assist young adults, ages 16-24, which have dropped out of high school without a credential or have a high school credential, but lack basic academic skills in improving their academic, life, and employability skills.	1.1 Participants will be assessed in basic skills, develop an education plan based on the assessment, and improve their basic skills.	70-200	CASAS Test, classroom quizzes, tests projects and observations/evaluations	90% or more of the participants who enrolled will demonstrate a minimum growth of one grade level as measured by the NRS Educational Functioning Level (EFL) CASAS Assessment (or other assessment designated by the local Workforce Development Board (WDB). This will take place after 70+ instructional hours unless there are extenuating circumstances to test earlier. A re-test may be taken again if they were unsuccessful.
	1.2 Participants without high school credential at or above the 8 <sup>th</sup> grade level on CASAS (or other designated assessment) will be prepared to take the High School Equivalency (HSE) Exam.	70-200	HSE Credential Or HSE Official Practice Test or other measure concurrent with up-to-date assessments.	85% or more of the participants who enrolled at or above the 9th grade level will obtain a high school credential or obtain scores on CASAS, the Official HSE or other assessment enabling them to enter post-secondary training or employment. This will take place when Official HSE Practice Test are assessed as "Prepared." Interim Practice Tests will take place at monthly intervals.
	1.3 Participants will improve their knowledge of life skills and employability skills.	70-200	Pre- & Post Tests, observations, Career Portfolio	85% or more of the participants will demonstrate knowledge of life skills and employability skills as measured by pre and post assessments during the

				program cycle. Monthly assessments and observations will be monitored by the transition coach.
		1.4 Participants will complete a portfolio with resume, cover letter and other purposeful documents indicated by grant outlined requirements.	40	Career Portfolio: Evaluation ongoing of documents being developed.
		1.6 Participants will gain meaningful college and career readiness skills within their academic classes, workplace readiness and in their work experiences	70-200	Tests, quizzes, Work Experience Evaluation, Progress Reports, Career Portfolios
2. To assist young adults, ages 16-24, which have dropped out of high school without a credential or have a high school credential with low skills to gain employability, life, financial, career and computer literacy skills.		2.1 Participants will gain meaningful workplace readiness skills integrated with their academic classes and in their work site volunteer service project experiences	70-140+	Service Work Experience Evaluations, Career Portfolios with resume, online applications, online survey, video pre and post interviews
		2.2 Participants will gain meaningful life skill with financial literacy integrated within their academic classes and in workplace experiences	40	Pre/Post Test assignments, Budgeting, Excel spreadsheets.
		2.3 Participants will gain computer literacy skills based on their computer –related	80	Career Portfolio, MS Office Documents or Google Suite Docs
				85% or more of participants will become more readily prepared for college and careers by developing a Career Portfolio, through meaningful volunteer work experiences and through college visitations, college and career fairs and online college and job applications by the end of their term and/or HSE Diploma.
				85% or more of participants will become more readily prepared for work with the development of a Career Portfolio and online explorations.
				85% or more of participants will become more readily prepared for real life experiences and self-sufficiency through the development of activities needed in daily life.
				85% or more of the participants who enrolled will demonstrate an understanding of basic computer

	workplace readiness skills assignments (resume, online application, etc.) integrated with Microsoft Word/ Excel or Google Docs and Sheets			operations and MS Office/Google Suite with real-life applications.
3. To provide young adults with a meaningful work experience/occupational skills training.	3.1 Participants will work in small crews on supervised, community service projects that benefit community organizations and agencies while providing real work experiences. 3.2 Participants will develop work career goals through the exploration of <i>Career Pathways</i> with linkages to one of the specified industry clusters described in the PCWDC Board's Strategic Plan. 3.3 Participants will develop work readiness skills at a volunteer worksite.	70 - 140+	Attendance Sheets/Service Hours Spreadsheet	80% or more of the participants will complete a minimum of 60 hours of meaningful work experience during the program cycle. (14+ weeks).
		50	Counseling Notes, Transition Notes, ISS	85% or more of participants will develop career goals within a specific occupation or occupational cluster and develop an understanding of the pathway(s) to accomplish said goals on an ongoing basis and before completing the program.
		70-140	Community Service Evaluation Report and work-related recommendations	85% or more of the participants will demonstrate work maturity skills by achieving a standard or above standard rating in their final work experience competency evaluation during the program cycle.
	3.4 Participants will be given leadership development opportunities	70-140	Community Service Evaluations, Lead Crew Leader Day, CS Award, other leadership capacity documentation	90% or more of participants will be given the opportunity to become "Crew Leader" for a minimum of one day during a day or evening events or provide leadership in another capacity showing such leadership development.
	3.5 Participants will be training in at least one job related skill	60	Community Service Documentation and ISS Form-Google Docs	90% or more of participants will gain at least one job related skill in office skills, health care, landscaping, construction,



			child care or other career cluster field by the end of their cycle.
	3.6 Participants will gain meaningful career exploration experiences	40	Attendance Sheets Career Awareness/ Interest Surveys, NJCAN, O*Net, Skills Assessment
	3.7 Participants will be given connections to employment	40	Attendance Sheets, Job Fairs, Online Apps
	3.8 Participants will receive job coaching and follow up services for a minimum of 12 months upon completion of the program	40	Follow up Log
	3.9 Participants will gain technological skills to navigate the online job search, develop appropriate email addresses and submit online applications.	50	On-line applications with proper email address, research and development of a career plan and portfolio.
4. To support youth through adult mentoring, guidance, and counseling	4.1 Participants will have regularly scheduled personal counseling sessions to develop strategies for overcoming barriers to achieving their personal goals and objectives.	40	Counseling notes, attendance records, student meetings, ISS, notes/ documentation
			85% or more of participants will receive significant career exploration exercises including WIOA Career Pathways in the top industry sectors of the PCWDC's Strategic Plan during their enrollment on an ongoing basis. 85% or more of participants will receive private or group connections to employment possibilities through the OSCC youth counselor and transition coach activities and meetings on an ongoing basis. 80% or more of participants will be placed or retain employment or remain enrolled in post-secondary training, college or trade school for a minimum of 30 days. 90% or more of participants not employed or those seeking better employment, will complete at least two online job applications, and create a professional resume and email address before completing the program cycle. 80% or more of the participants will remain in the program and successfully complete a minimum of two objectives during the program cycle.

	4.2 Participants will explore career options and receive individual and group career counseling.	70-140	Career Portfolio, Counseling and Transition Notes, ISS	85% or more of the participants will develop a career plan and complete a career portfolio before the end of their program cycle.
	4.3 Participants will receive bi-weekly counseling sessions	20	Counseling Notes	90% or more of the participants will receive counseling support throughout the program cycle
	4.4 Participants will attend leadership workshops/team building opportunities	20	Attendance Sheets, Orientation	90% or more of the participants will participate in leadership activities/workshops/team building events throughout their program cycle.
5. To provide young adults with transition services upon completion and services intended to develop the potential of youth as citizens and leaders.	5.1 Participants will be assisted in obtaining jobs or post-secondary opportunities in further training, college, or the military.	40	Student Records and follow-up activities	80% or more of the participants will be placed in a job or a post-secondary opportunity upon completion of the program or with follow up activities to result in a placement. This will take place during their program cycle and at least monthly through follow-up services.
	5.2 Participants will attend career and college fairs to broaden their prospects and experiences for employment and further training purposes. During pandemic times, this may be accomplished via virtual tours/presentation.	10	Attendance Sheets	90% of the participants will attend a minimum of one or more college and/or career fairs before the end of their program cycle.
	5.3 Participants will receive job coaching and follow up services for a minimum of 12 months upon completion of the program and/or placement into employment or a post-secondary opportunity.	40	Student Records and follow-up activities	80% of the participants who are placed will retain employment or remain enrolled in a post-secondary opportunity for a minimum of 6 months after placement.

<p>6. In and After-Hours Program: Additional Teambuilding and Motivational Activities as Incentives for Program Continuation and Successful Completion</p>	<p>6.1 Participants are encouraged to attend after-school activities such as tutoring, golf, movies, bowling, roller skating, &amp; plays in addition to special events such as Six Flags Awarded Trip, Major League Hockey and Minor League Baseball Games in addition to other special events (when allowed during pandemic times).</p>	<p>20</p>	<p>After hours log: Examples of Activities-Bowling and Movie Nights, Six Flags, Pro Hockey and Minor League Baseball Games</p>	<p>100% of participants will be invited to attend one or more after hour's activities for motivational purposes, leadership and support services. All participants will be encouraged to attend these motivational/team building events monthly.</p>
	<p>6.2 Participants will be encouraged to get their driver's permit to receive professional "Behind the Wheel" driver's education lessons.</p>	<p>8</p>	<p>Permit, Driver Instructors Log, Purchase Orders, Driver's License</p>	<p>80% or more of the participants receiving "Behind the Wheel" driving instruction will receive their driver's license during their cycle or before their road test in scheduled.</p>
<p>7. Program Evaluation-Weekly</p>	<p>7.1 All teachers/staff will meet weekly to review student achievements or lack thereof and provide further strategies and/or procedures to improve program practices and student outcomes. Student assessments in TABE/CASAS, pre and post HiSET Exams, and class assignments/tests will provide feedback data for improvement.</p>	<p>100</p>	<p>Sign-in Sheet and/or Google agendas</p>	<p>100% of staff will participate in weekly meetings.</p>

\*Timeframes: Some coursework and Goals & Objectives overlap in the above timeframes.

**G. Proposed Planned Outcomes****7/1/22 to 6/30/23****Organization: Paterson Public Schools****Program: New Jersey Youth Corps**

<b>Planned Outcomes</b>	<b>Number</b>
Proposed Total Youth Served-Program Year	50
Proposed Capacity Level (# of active youth served at any point in time)	45
Proposed Number of Youth Carry Overs (if applicable)	5 (Possible)
Proposed Number of New Enrollments	50
Proposed Number of Youth obtaining High School Equivalency	30+
Proposed Number of Youth increasing one or more NRS Educational Functioning Levels	50
Proposed Number of Youth participating in Work Experience/Work-Based Learning	50
Proposed Number of Youth entering Post-Secondary Education/Training	20 – 30+ or more depending upon their entrance CASAS Scores
Proposed Number of Youth placed into unsubsidized Employment	20 + (some already pre-employed to gain better employment and/or promotion)
Overall cost per Youth Served	\$5,000

## Form H-Chart of Youth Program Elements

### WIOA required program elements for youth:

1. Tutoring, study skills training, instruction and evidence-based instruction and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid or unpaid work experiences that have as a component academic or occupational education, which may include (i) summer employment opportunities and other employment opportunities available through the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities.
4. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for a period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate; and
10. Comprehensive guidance and counseling, which may include drug, alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services;
14. Activities that help youth prepare for and transition to postsecondary training education and training.

### PROGRAM ELEMENTS

Partners	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Fund Source
Paterson Public Schools	X	x	x	x	x	x	x			x				x	Local LEA fund
New Jersey Youth Corps	x	x	x	x	x	x	x	x	x	x	x	x	x	x	NJDOL, PCWDC, PPS
Paterson Adult High School	x	x													NJDOE-Placements
One-Stop Career System/WDC	x	x	x	x	x	x	x		x			x	x	x	PCWDC with ITAs
Various community-based, non-profit organizations and government agencies	x		x	x	x	x								x	In-Kind/OTJ Training/Volunteerships
Heart of Hannah			x	x	x	x	x			x					In-kind OJT/Volunteerships Counseling
Project COPE				x	x	x	x								In-Kind Counseling/Mentorships
St. Joseph's Hospital & Medical Center				x	x	x	x								In-Kind-Health Care/Mental Health

YMCA				x	x	x										In-Kind-Physical Ed./Employment.
Partners	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Fund Source	
Liquid Church			x	x	x	x	x			x						In-kind OJT/Volunteerships Counseling
PNC Bank											x					In-Kind-Financial
Passaic County Technical Institute			x	x	x	x	x							x		In-Kind Apprenticeship Programs/Internships
New Jersey Youth Corps Counseling C	x	x			x		x		x		x			x		In kind- Informationa /bibliography mental resources
True Care Central Health Clinic	x				x		x			x	x	x				Referral and services
Grandparents RCRC			x	x	x	x	x		x							In-kind OJT/ Volunteerships Counseling
PCCC				x	x							x	x	x		In-Kind/Training
Salvation Army							x									Supportive Services
Master Driving School					x											
Lighthouse Pregnancy					x	x	x	x								In-Kind-Health Care/ Mental Health
CPR					x											In-Kind/Training
SORA-Security Personnel					x											In-Kind/Training
Food Handlers-ServSafe					x											In-Kind/Training
Chase Bank											x					In-Kind-Financial

## I. Proposal Checklist

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- Proposals submitted on the forms supplied, in paper format with all original signatures, along with (4) paper copies plus 1 copy (Word format) on a USB Flash Drive.
- Registered SAM ID number (formerly CCR)
- Registered DUNS number
- Documentation of most recent approval by the New Jersey Department of Labor and Workforce Development, New Jersey Department of Education or appropriate State or Federal agency authorized to approve such training (attach documentation as necessary)
- Registered on NJ Eligible Training Provider List (ETPL) (see NJWIN 10-17(A) attached)
- Attached curriculum and curriculum synopsis
- Attached calendar/timeline for program components
- Attached Participant Handbook
- Completed Program Fact Sheet
- Completed Statement of Need
- Completed Program Summary
- Completed Program Narrative
- Completed Organization Commitment and Capacity
- Completed Program Budget Attachments (Program Budget, Administration Costs and Program Costs Justification)
- Completed Statement of Work
- Completed Chart of Youth Program Elements
- Documentation of Partnerships/Collaborative Agreements
- Resumes and job descriptions for program personnel identified within budget
- Program Effectiveness Summary (complete chart - duplicate as necessary)
- Current Organization Chart
- Incorporation documents
- Proof of Tax-Exempt Status (if applicable)
- Audit/Certified Financial Statement
- Assurances and Certifications (signature required)
- Certification Regarding Suspension/Debarment (signature required)
- Certification Regarding Lobbying (signature required)
- Acknowledgement: Non-Discrimination and Equal Opportunity
- Attached NJ Teacher's Certification. (If no instructor selected yet, checking this box confirms the understanding that proof of Teacher's Certification will be required prior to start of program)

## *Program Effectiveness Summary*

For the three most recent years, FY2019-2021, NJYC has enrolled 152 PCWDC certified NJYC Corpsmenbers, including the pandemic years. Of these enrollees, 113 of 152 or 74% started below the ninth-grade level, including 15 who were below fifth grade level. 127 of 152 or 84% have attained the academic goal of an increase of at least one grade level in reading and mathematics, 146 or 96% have demonstrated employability skills competencies and 146 or 96% have completed life-skills training. Eighty-two (82) or 54% have obtained a high school equivalency diploma. A total of 148 of 152 or 97% of participants completed a minimum of 80 hours of community work experience and demonstrated work-maturity competencies. There are 28 participants (18%) obtained unsubsidized employment in pandemic times which is "normally" much higher.

<b>Outcomes</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>
Number of Corpsmenbers enrolled/referred	50	62	40
Number of Corpsmenbers served	50	62	40
Number of Corpsmenbers terminated (exited/completed)	48	50	32
Number of Corpsmenbers who dropped out	2	12	8
Number of Corpsmenbers who increased NRS EFL & Avg. academic reading improvement grade level increase	48	44	36
Number of Corpsmenbers who increased NRS EFL Avg. academic math improvement grade level increase	47	52	40
Number of Corpsmenbers who received a credential through the program	38	30	15
Number of Corpsmenbers who attained HSE	30	29	23
Number of Corpsmenbers who moved onto higher education	6	0	0
Number of Corpsmenbers who entered employment	21	42	32
Average wage placement	\$10.00	\$11.00	\$11.00

*Thus far in FY22, there are 54 enrolled, 26 HSEs, 42 completers, 29 employed, and 36 received a credential which may be viewed in the FY22 Google Docs and ISS's.*

Per the above outcomes, 95% of all participants increased NRS EFLs. 100% of participants were served, between 78-90% exited the program with a credential or HSE, and between 68-94% went on to further training or college. Credentials include but are not limited to SORA, CPR/First Aid, Driver's Licenses, and ServSafe Food Handler's Certificates. Even after exiting the program, participants continued their journey with our NJYC tutoring and counseling to study and complete their HSE including four in FY19, seven in FY20 and three so far in FY21. We continually strive to serve these at-risk Corpsmenbers to prepare them for college, careers and in developing their potential as citizens and leaders of our future.



**ETPL Renewal Application Packet  
Section I - Provider Information**

<b>Name of Training Provider</b>	Paterson Public Schools' Adult School and NJ Youth Corps Programs
<b>Federal ID Number (FEIN):</b>	22600 2199
<b>Training Site Address Line 1:</b>	151 Ellison Street
<b>Training Site Address Line 2:</b>	
<b>City, State, Zip Code:</b>	Paterson, New Jersey 07505
<b>County:</b>	Passaic
<b>Mailing Address (if different than training address):</b>	
<b>Mailing Address Line 2:</b>	
<b>City, State, Zip Code:</b>	
<b>Contact Person Name:</b>	Susan Ronga
<b>Contact Person Title:</b>	Teacher/Grant Coordinatator
<b>Phone Number:</b>	973-321-0570
<b>Ext.</b>	
<b>Fax Number:</b>	
<b>Web Site Address:</b>	www.paterson.k12.nj.us
<b>E-Mail Address:</b>	sronga@paterson.k12.nj.us
<b>School Licensed/Certified By:</b>	Department of Education, Public Schools
<b>If "other" selected above, indicate licensing/approval agency:</b>	
<b>License/Certificate Expiration Date:</b>	

# ETPL Renewal Application Packet

## Section III - Program Renewal

**Instructions** - Please identify all program titles exactly as they appear on the ETPL that you wish to renew. Any current programs not listed on this page will be removed from the ETPL. This page may be duplicated as needed. If you are making changes to the program content (such as tuition, hours, description, etc), please also use the Program Information sheet in Section V of this packet.

### Programs Seeking Renewal:

1.

Adult Basic Skills

2.

English Literacy and Civics Education (Citizenship)

3.

English as a Second Language (ESL)

4.

Literacy

5.

New Jersey Youth Corps

6.

New Jersey Youth Corps-High School Equivalency (HSE) Preparation and Career

7.

Paterson Adult High School

8.

Paterson Adult High School Equivalency (HSE) Testing Center

9.

10.

11.

## Language Arts Literacy

**Mission:** *Learning to read, write, speak, listen, and view critically, strategically and creatively enables students to discover personal and shared meaning throughout their lives.*

<b>Standard 3.1 Reading</b>	
All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	
<b>Big Idea:</b> The ability to read a variety of texts requires independence, comprehension and fluency.	
Essential Questions	Enduring Understandings
<b>Strand A. Concepts About Print</b> <ul style="list-style-type: none"> <li>▪ How does understanding a text's structure help me better understand its meaning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>
<b>Strand B. Phonological Awareness</b> <ul style="list-style-type: none"> <li>▪ How are sounds represented by letters?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letters and letter combinations represent sounds.</li> </ul>
<b>Strand C. Decoding and Word Recognition</b> <ul style="list-style-type: none"> <li>▪ How do I figure out a word I do not know?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>
<b>Strand D. Fluency</b> <ul style="list-style-type: none"> <li>▪ How does fluency affect comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul>
<b>Strand E. Reading Strategies (before, during, and after reading)</b> <ul style="list-style-type: none"> <li>▪ What do readers do when they do not understand everything in a text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<b>Strand F. Vocabulary and Concept Development</b> <ul style="list-style-type: none"> <li>▪ Why do readers need to pay attention to a writer's choice of words?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words powerfully affect meaning.</li> </ul>
<b>Strand G. Comprehension Skills and Response to Text</b> <ul style="list-style-type: none"> <li>▪ How do readers construct meaning from text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> </ul>
<b>Strand H. Inquiry and Research</b> <ul style="list-style-type: none"> <li>▪ Why conduct research?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Researchers gather and critique information from different sources for specific purposes.</li> </ul>

### Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Big Idea:** Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions	Enduring Understandings
<b>Strand A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b> <ul style="list-style-type: none"><li>How do good writers express themselves? How does process shape the writer's product?</li></ul>	<ul style="list-style-type: none"><li>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li></ul>
<b>Strand B. Writing as a Product (resulting in a formal product or publication)</b> <ul style="list-style-type: none"><li>How do writers develop a well written product?</li></ul>	<ul style="list-style-type: none"><li>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li></ul>
<b>Strand C. Mechanics, Spelling, and Handwriting</b> <ul style="list-style-type: none"><li>How do rules of language affect communication?</li></ul>	<ul style="list-style-type: none"><li>Rules, conventions of language, help readers understand what is being communicated.</li></ul>
<b>Strand D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b> <ul style="list-style-type: none"><li>Why does a writer choose a particular form of writing?</li></ul>	<ul style="list-style-type: none"><li>A writer selects a form based on audience and purpose.</li></ul>

### Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

**Big Idea:** Oral language is a tool for communicating, thinking, and learning.

Essential Questions	Enduring Understandings
<b>Strand A. Discussion</b> <ul style="list-style-type: none"><li>How can discussion increase our knowledge and understanding of an idea(s)?</li></ul>	<ul style="list-style-type: none"><li>Oral discussion helps to build connections to others and create opportunities for learning.</li></ul>
<b>Strand B. Questioning (Inquiry) and Contributing</b> <ul style="list-style-type: none"><li>When is it appropriate to ask questions?</li><li>How do speakers express their thoughts and feelings?</li></ul>	<ul style="list-style-type: none"><li>Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.</li></ul>
<b>Strand C. Word Choice</b> <ul style="list-style-type: none"><li>How does the choice of words affect the message?</li></ul>	<ul style="list-style-type: none"><li>A speaker's choice of words and style set a tone and define the message.</li></ul>
<b>Strand D. Oral Presentation</b> <ul style="list-style-type: none"><li>How does a speaker communicate so others will listen and understand the message?</li></ul>	<ul style="list-style-type: none"><li>A speaker selects a form and organizational pattern based on the audience and purpose</li></ul>

## Mathematics

**Mission:** Through mathematics, students communicate, make connections, reason, and represent the world quantitatively in order to pose and solve problems.

<b>Standard 4.1 Number and Numerical Operations</b> All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.	
<b>Big Idea:</b> Numeric reasoning involves fluency and facility with numbers.	
Essential Questions	Enduring Understandings
<b>Strand A. Number Sense</b> <ul style="list-style-type: none"> <li>▪ How do mathematical ideas interconnect and build on one another to produce a coherent whole?</li> <li>▪ How can we compare and contrast numbers?</li> </ul>	<ul style="list-style-type: none"> <li>▪ One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem.</li> <li>▪ A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.</li> <li>▪ Numeric fluency includes both the understanding of and the ability to appropriately use numbers.</li> </ul>
<b>Strand B. Numerical Operations</b> <ul style="list-style-type: none"> <li>▪ What makes a computational strategy both effective and efficient?</li> <li>▪ How do operations affect numbers?</li> <li>▪ How do mathematical representations reflect the needs of society across cultures?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computational fluency includes understanding the meaning and the appropriate use of numerical operations.</li> <li>▪ The magnitude of numbers affects the outcome of operations on them.</li> <li>▪ In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.</li> </ul>
<b>Strand C. Estimations</b> <ul style="list-style-type: none"> <li>▪ How can we decide when to use an exact answer and when to use an estimate?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Context is critical when using estimation.</li> </ul>
<b>Standard 4.2 Geometry and Measurement</b> All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.	
<b>Big Idea:</b> <i>Geometry:</i> Spatial sense and geometric relationships are a means to solve problems and make sense of a variety of phenomena.	
<b>Big Idea:</b> <i>Measurement:</i> Measurement is a tool to quantify a variety of phenomena.	
Essential Questions	Enduring Understandings
<b>Strand A. Geometric Properties</b> <ul style="list-style-type: none"> <li>▪ How can spatial relationships be described by careful use of geometric language?</li> <li>▪ How do geometric relationships help to solve problems and/or make sense of phenomena?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geometric properties can be used to construct geometric figures.</li> <li>▪ Geometric relationships provide a means to make sense of a variety of phenomena.</li> </ul>
<b>Strand B. Transforming Shapes</b> <ul style="list-style-type: none"> <li>▪ What situations can be analyzed using transformations and symmetries?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shape and area can be conserved during mathematical transformations.</li> </ul>
<b>Strand C. Coordinate Geometry</b> <ul style="list-style-type: none"> <li>▪ How can we best represent and verify geometric/algebraic relationships?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reasoning and/or proof can be used to verify or refute conjectures or theorems in geometry.</li> <li>▪ Coordinate geometry can be used to represent and verify geometric/algebraic relationships.</li> </ul>

<b>Strand D. Units of Measurement</b> <ul style="list-style-type: none"> <li>How can measurements be used to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>Everyday objects have a variety of attributes, each of which can be measured in many ways.</li> <li>What we measure affects how we measure it.</li> <li>Measurements can be used to describe, compare, and make sense of phenomena.</li> </ul>
<b>Strand E. Measuring Geometric Objects</b> <ul style="list-style-type: none"> <li>How can measurements be used to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>Everyday objects have a variety of attributes, each of which can be measured in many ways.</li> <li>What we measure affects how we measure it.</li> <li>Measurements can be used to describe, compare, and make sense of phenomena.</li> </ul>
<b>Standard 4.3 Patterns and Algebra</b>	
<b>All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.</b>	
<b>Big Idea: Algebra provides language through which we communicate the patterns in mathematics.</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strand A. Patterns and Algebra</b> <ul style="list-style-type: none"> <li>How can change be best represented mathematically?</li> <li>How can patterns, relations, and functions be used as tools to best describe and help explain real-life situations?</li> </ul>	<ul style="list-style-type: none"> <li>The symbolic language of algebra is used to communicate and generalize the patterns in mathematics.</li> <li>Algebraic representation can be used to generalize patterns and relationships.</li> </ul>
<b>Strand B. Functions and Relationships</b> <ul style="list-style-type: none"> <li>How are patterns of change related to the behavior of functions?</li> </ul>	<ul style="list-style-type: none"> <li>Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.</li> </ul>
<b>Strand C. Modeling</b> <ul style="list-style-type: none"> <li>How can we use mathematical models to describe physical relationships?</li> <li>How can we use physical models to clarify mathematical relationships?</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical models can be used to describe and quantify physical relationships.</li> <li>Physical models can be used to clarify mathematical relationships.</li> </ul>
<b>Strand D. Procedures</b> <ul style="list-style-type: none"> <li>What makes an algebraic algorithm both effective and efficient?</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic and numeric procedures are interconnected and build on one another to produce a coherent whole.</li> <li>Reasoning and/or proof can be used to verify or refute conjectures or theorems in algebra.</li> </ul>

**Standard 4.4 Data Analysis, Probability, and Discrete Mathematics**

All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

**Big Idea Data Analysis:** Reading, understanding, interpreting, and communicating data are critical in modeling a variety of real-world situations, drawing appropriate inferences, making informed decisions, and justifying those decisions.

**Big Idea Probability:** Probability quantifies the likelihood that something will happen and enables us to make predictions and informed decisions.

**Big Idea Discrete Mathematics:** Discrete mathematics consists of tools and strategies for representing, organizing, and interpreting non-continuous data.

Essential Questions	Enduring Understandings
<p><b>Strand A. Data Analysis (Statistics)</b></p> <ul style="list-style-type: none"> <li>How can the collection, organization, interpretation, and display of data be used to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>The message conveyed by the data depends on how the data is collected, represented, and summarized.</li> <li>The results of a statistical investigation can be used to support or refute an argument.</li> </ul>
<p><b>Strand B. Probability</b></p> <ul style="list-style-type: none"> <li>How can experimental and theoretical probabilities be used to make predictions or draw conclusions?</li> </ul>	<ul style="list-style-type: none"> <li>Experimental results tend to approach theoretical probabilities after a large number of trials.</li> </ul>
<p><b>Strand C. Discrete Mathematics-Systematic Listing and Counting</b></p> <ul style="list-style-type: none"> <li>How can attributes be used to classify data/objects?</li> <li>What is the best way to solve this? What counting strategy works best here?</li> </ul>	<ul style="list-style-type: none"> <li>Grouping by attributes (classification) can be used to answer mathematical questions.</li> <li>Algorithms can effectively and efficiently be used to quantify and interpret discrete information.</li> </ul>
<p><b>Strand D. Discrete Mathematics - Vertex-Edge Graphs and Algorithms</b></p> <ul style="list-style-type: none"> <li>How can visual tools such as networks (vertex-edge graphs) be used to answer questions?</li> <li>How can algorithmic thinking be used to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>Optimization is finding the best solution within given constraints.</li> <li>Algorithms can effectively and efficiently be used to quantify and interpret discrete information.</li> </ul>

**Standard 4.5 Mathematical Processes**

All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

**Big Idea:** While no additional big ideas, essential questions, or enduring understandings are listed for this standard, the mathematical processes are imbedded in the content-specific ideas, questions, and understandings delineated for the first four standards.

## Science

**Mission:** *Scientific literacy encompasses the understanding of key concepts and principles of science; familiarity with the natural world for both its diversity and unity; and use of scientific knowledge and scientific ways of thinking for individual and social purposes (American Association for the Advancement of Science, Science for All Americans).*

<b>Standard 5.1 Scientific Processes</b>	
All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.	
<b>Big Idea:</b> Science is a way of thinking about and investigating the world in which we all live.	
Essential Questions	Enduring Understandings
<b>Strand A. Habits of Mind</b> <ul style="list-style-type: none"> <li>▪ What constitutes evidence?</li> <li>▪ When do you know you have enough and the right kind of evidence?</li> <li>▪ How can this result be best justified and explained to others?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.</li> </ul>
<b>Strand B. Inquiry and Problem Solving</b> <ul style="list-style-type: none"> <li>▪ What makes a question scientific?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.</li> </ul>
<b>Strand C. Safety</b> <ul style="list-style-type: none"> <li>▪ What does Safety First demand of us in each setting?</li> <li>▪ What rules are general and what are situation-specific?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safety first!</li> </ul>
<b>Standard 5.2 Science and Society</b>	
All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.	
<b>Big Idea:</b> Science is a human endeavor. People from many cultures have contributed to the understanding of science.	
Essential Questions	Enduring Understandings
<b>Strand A. Cultural Contributions</b> <ul style="list-style-type: none"> <li>▪ What do we mean in science when we say that we stand on the shoulders of giants?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the development of scientific ideas is essential for building scientific knowledge.</li> </ul>
<b>Strand B. Historical Perspectives</b> <ul style="list-style-type: none"> <li>▪ How do science and technology influence each other?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology evolves at an ever accelerating pace based on the needs and wants of society, and is influenced by cultural, political, and environmental values and constraints.</li> </ul>



<b>Standard 5.3 Mathematical Applications</b>	
All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories.	
<b>Big Idea:</b> Science cannot be practiced or learned without appreciation of the role of mathematics in discovering and expressing natural laws. Tables, graphs, and equations are alternative ways of representing information or relationships, each with advantages and disadvantages.	
Essential Questions	Enduring Understandings
<b>Strands A-D: Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis and Probability</b> <ul style="list-style-type: none"> <li>How do we use mathematics to model objects, events and relationships in science?</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics is a tool used to model objects, events, and relationships in the natural and designed world.</li> </ul>
<b>Standard 5.4 Nature And Process Of Technology</b>	
All students will understand the interrelationships between science and technology and develop a conceptual understanding of the nature and process of technology.	
<b>Big Idea:</b> The study of science and technology is interrelated, and as such, can assist in solving problems.	
Essential Questions	Enduring Understandings
<b>Strand A. Science and Technology</b> <ul style="list-style-type: none"> <li>How do science and technology influence each other?</li> </ul>	<ul style="list-style-type: none"> <li>The development of technology and advances in science are mutually supportive in driving innovation in both fields.</li> </ul>
<b>Strand B. Nature of Technology</b> <ul style="list-style-type: none"> <li>Are there ways to circumvent physical and social constraints when using technology?</li> </ul>	<ul style="list-style-type: none"> <li>Physical constraints and social values play a role in limiting the use of technology to solve problems.</li> </ul>
<b>Strand C. Technological Design</b> <ul style="list-style-type: none"> <li>How is the overarching concept of systems related to design and technology?</li> </ul>	<ul style="list-style-type: none"> <li>Thinking systematically means looking for the relationships between parts.</li> </ul>
<b>Standard 5.5 Characteristics of Life</b>	
All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.	
<b>Big Idea:</b> The natural world is defined by organisms and life processes which conform to principles regarding conservation and transformation of matter and energy. Knowledge about life processes can be applied to improving human health and well being.	
Essential Questions	Enduring Understandings
<b>Strand A. Matter, Energy, and Organization in Living Systems</b> <ul style="list-style-type: none"> <li>How is matter transferred, and energy transferred/transformed in living systems?</li> </ul>	<ul style="list-style-type: none"> <li>All organisms transfer matter and convert energy from one form to another.</li> <li>Both matter and energy are necessary to build and maintain structures within the organism.</li> </ul>
<b>Strand B. Diversity and Biological Evolution</b> <ul style="list-style-type: none"> <li>How are organisms of the same kind different from each other?</li> <li>How does this help them reproduce and survive?</li> </ul>	<ul style="list-style-type: none"> <li>Organisms are grouped in taxonomy based upon similarity.</li> </ul>

## Social Studies

**Mission:** Social Studies education provides learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

Standard 6.1 Social Studies Skills	
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics.	
<b>Big Idea:</b> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>▪ Whose point of view matters?</li> <li>▪ How do you locate legitimate sources?</li> <li>▪ How are present events related to past events?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are varying perspectives on the meaning of historical events.</li> <li>▪ There are credible and questionable sources of information about historical and contemporary events.</li> <li>▪ Historians establish justifiable timelines to connect significant events.</li> </ul>
Standard 6.2 Civics	
All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.	
<b>Big Idea:</b> An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.	
Essential Questions	Enduring Understandings
<p><b>Strand A. Civic Life, Politics and Government</b></p> <ul style="list-style-type: none"> <li>▪ What is government and what can it do?</li> <li>▪ Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Societies require rules, laws and government.</li> <li>▪ Governments can change based on the needs of people, their society and their culture.</li> <li>▪ Citizens can influence government in many ways if they choose to participate.</li> </ul>
<p><b>Strand B. American Values and Principles</b></p> <ul style="list-style-type: none"> <li>▪ How have the basic values and principles of American democracy changed and in what ways have they been preserved?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our government was founded on the principles of fairness, equality and respect for diversity.</li> </ul>
<p><b>Strand C. The Constitution and American Democracy</b></p> <ul style="list-style-type: none"> <li>▪ How does the government established by the Constitution embody the purposes, values and principles of the American dream?</li> <li>▪ How can a government decision be based on a Constitution that does not explicitly state the answer?</li> <li>▪ Why have the roles and responsibilities of U.S. citizens changed?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</li> </ul>

<p><b>Strand D. Citizenship</b></p> <ul style="list-style-type: none"> <li>▪ How can citizens and groups participate effectively in the democratic process?</li> <li>▪ Can the rights of American citizens ever cause conflict among them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Citizenship is a lifelong endeavor.</li> <li>▪ It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</li> <li>▪ Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.</li> </ul>
<p><b>Strand E. International Education: Global Challenges, Cultures and Connections</b></p> <ul style="list-style-type: none"> <li>▪ What is the formal and informal relationship of the United States to other nations?</li> <li>▪ What social, political, and economic opportunities and problems arise when cultures interact?</li> <li>▪ How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nations interact with each other through trade, treaties and use of force.</li> <li>▪ The earth is a global community where the actions of one country can affect lives in other countries.</li> <li>▪ The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</li> </ul>
<p><b>Standard 5.3 World History</b>  All students will demonstrate knowledge of World History in order to understand life and events in the past and how they relate to the present and the future.</p>	
<p><b>Big Idea:</b> World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p>	
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>
<p><b>Strands A –H:</b></p> <ul style="list-style-type: none"> <li>▪ Are there general lessons to be learned from history?</li> <li>▪ What causes societies to change over time?</li> <li>▪ How have technology and changing demographics impacted 21<sup>st</sup> century societies?</li> <li>▪ Why is there political and social conflict?</li> <li>▪ How much influence do individuals have in changing history?</li> <li>▪ How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The past influences the present and the future.</li> <li>▪ Societies are impacted by both internal and external factors.</li> <li>▪ Conflict is inherent in the nature of human organization.</li> <li>▪ Not all conflicts can be resolved.</li> <li>▪ Not all social problems can be solved.</li> <li>▪ Individuals have the power to make positive changes in society.</li> </ul>

<b>Standard 2.2 Integrated Skills</b>	
All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.	
<b>Big Idea:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
Essential Questions	Enduring Understandings
<b>Strand A. Communication</b> <ul style="list-style-type: none"> <li>▪ How do you know whether or not health information is accurate?</li> <li>▪ How do I learn to stand for and communicate my beliefs to others without alienating them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>▪ Effective communication skills enhance a person's ability to express and defend their beliefs.</li> </ul>
<b>Strand B. Decision Making</b> <ul style="list-style-type: none"> <li>▪ Why might educated people make poor health decisions?</li> <li>▪ How do I overcome negative influences when making decisions about my personal health?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> </ul>
<b>Strand C. Planning and Goal Setting</b> <ul style="list-style-type: none"> <li>▪ In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> </ul>
<b>Strand D. Character Development</b> <ul style="list-style-type: none"> <li>▪ How are character and health related? What aspects of our character can be changed?</li> <li>▪ To what extent do outside influences shape values?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>▪ Character is who you are when no one is looking.</li> </ul>
<b>Standard E. Leadership, Advocacy and Service</b> <ul style="list-style-type: none"> <li>▪ How can you inspire others to address health issues?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>
<b>Standard F. Health Services and Careers</b> <ul style="list-style-type: none"> <li>▪ Where do I go to access information about good health and fitness services?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</li> </ul>
<b>Standard 2.3 Drugs and Medicine</b>	
All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	
<b>Big Idea:</b> Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
Essential Questions	Enduring Understandings
<b>Strand A. Medicines</b> <ul style="list-style-type: none"> <li>▪ How do I determine whether or not a medication will be effective?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Medicines must be used correctly in order to be safe and have the maximum benefit.</li> </ul>

## Career Education and Consumer, Family, and Life Skills

**Mission:** Through Career and Technological Education, students identify and pursue career goals, apply communication and critical thinking skills, develop employability skills, and plan for further education and employment.

<b>Standard 9.1 Career and Technical Education</b>	
<b>All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.</b>	
<b>Big Idea:</b> Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
Essential Questions	Enduring Understandings
<b>Strand A. Career Awareness and Planning</b> <ul style="list-style-type: none"> <li>▪ How do I decide what I want to be and how do I prepare for my career?</li>   <li>▪ Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.</li> <li>▪ An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</li> </ul>
<b>Strand B. Employability Skills</b> <ul style="list-style-type: none"> <li>▪ How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the 21<sup>st</sup> century, people will most likely have multiple careers and jobs.</li> <li>▪ Personal actions today and tomorrow may have an effect on future employment.</li> </ul>
<b>Standard 9.2 Consumer, Family, and Life Skills</b>	
<b>All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.</b>	
<b>Big Idea:</b> All students will demonstrate critical life skills in order to be functional members of society.	
Essential Questions	Enduring Understandings
<b>Strand A. Critical Thinking</b> <ul style="list-style-type: none"> <li>▪ How do I decide or make choices?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choices we make as individuals affect self, family, community and the world.</li> </ul>
<b>Strand B. Self-Management</b> <ul style="list-style-type: none"> <li>▪ Why do I need to be accountable?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction.</li> </ul>
<b>Strand C. Interpersonal Communications</b> <ul style="list-style-type: none"> <li>▪ How do I best communicate?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective communication skills are necessary to convey meaning and understanding to others.</li> </ul>
<b>Strand D. Character Development and Ethics</b> <ul style="list-style-type: none"> <li>▪ How do family, school, community and workplace influence an individual's character and ethics?</li> </ul>	<ul style="list-style-type: none"> <li>▪ One's character and ethics are constantly being challenged and are ever-changing and evolving.</li> </ul>
<b>Strand E. Consumer and Personal Finance</b> <ul style="list-style-type: none"> <li>▪ When should I start planning financially, and how is it best to do so?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial choices have costs, benefits and consequences.</li> </ul>
<b>Strand F. Safety</b> <ul style="list-style-type: none"> <li>▪ How is safety a personal and societal responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of awareness about laws and rules may lead to unsafe situations and chaos.</li> </ul>

## Technological Literacy

**Mission:** *Technological literacy is a problem-solving tool that enables learners to solve human problems, enhance human life, and understand the processes used to extend human capability in a highly technical world.*

<b>Standard 8.1 Computer and Information Literacy</b>	
<b>All students will use computer applications to gather and organize information and to solve problems.</b>	
<b>Big Idea:</b> A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.	
Essential Questions	Enduring Understandings
<b>Strand A. Basic Computer Skills and Tools</b> <ul style="list-style-type: none"> <li>▪ In a world of constant technological change, what skills should we learn?</li> <li>▪ How do I choose which technological tools to use and when it is appropriate to use them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology is constantly changing and requires continuous learning of new skills.</li> <li>▪ Selection of technology should be based on personal and/or career needs assessment.</li> </ul>
<b>Strand B. Application of Productivity Tools</b> <ul style="list-style-type: none"> <li>▪ How can I transfer what I know to new technological situations/experiences?</li> <li>▪ What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented?</li> </ul>	<ul style="list-style-type: none"> <li>▪ A tool is only as good as the person using it.</li> <li>▪ Technology use can have positive or negative impact on both users and those affected by their use.</li> </ul>
<b>Standard 8.2 Technology Education</b>	
<b>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual society, and the environment.</b>	
<b>Big Idea:</b> Technological literacy skills enable learners to adapt to a rapidly changing, man-made world by using problem solving to generate solutions from the conceptual stage to the final product.	
Essential Questions	Enduring Understandings
<b>Strand A. Nature and Impact of Technology</b> <ul style="list-style-type: none"> <li>• Can we control the pace at which technology is created? Should we, even if we can?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology evolves at an ever accelerating pace based on the needs/ wants of society and is influenced by cultural, political and environmental values and constraints.</li> </ul>
<b>Strand B. Design Process and Impact Assessment</b> <ul style="list-style-type: none"> <li>▪ How does technology extend human capabilities? What are the positive and negative consequences of technology? Should technologies that produce negative impact continue to be used?</li> <li>▪ When are the most sophisticated tools required and when are the simplest tools best?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technological outcomes have the potential for anticipated and unanticipated positive and negative results.</li> <li>▪ The design process is fundamental to technology and engineering.</li> </ul>

# ***Employability Skills Curriculum***

**Unit One** – Making a first Impression and developing positive and healthy habits– content areas to be covered:

## **Day One –Establishing the Group**

**Activities:** Develop trust in the group setting. Some very personal things may be discussed during the entire employability skills session. Group rules and boundaries will need to be discussed before subject matter can be initiated. In many ways the employability skills class should be set up like a group counseling session. Everyone needs to feel comfortable and feel as though their voice is being heard. Rules should be established by the group and put on large paper and hung up in the room. An example of some rules would be that only one person speaks at a time and that not one person should dominate the group. So ice breakers and other group activities should be the focus of day one in employability skills. These activities could vary depending on the group leader/teacher.

**Day Two – The importance of appearance:** dress, styles, hygiene. The first class will cover what a person should wear on the first day of school, to the job site, to a job interview, and to meet important people and at special events. The lesson will include why appearance is important as well as the value of the first impression. The lesson will also include how to achieve these goals on a limited budget.

**Activities:** Model appropriate and inappropriate dress without using members of the group as examples. Have group members draw or describe appropriate and inappropriate dress. Discuss specific laws and ways to get proper clothing inexpensively. You also may want to cover when inappropriate dress is acceptable, and how certain styles came about. Do not hesitate to use people from the community that are respected and have them come into your class as a guest to talk about why they wear certain clothes. You can even touch on their hiring practices or how their dress helped them achieve the position they are in. Bringing back successful NJYC students is also a good idea. They can discuss what worked for them in terms of dress. A field trip to UNIQUE would also be an appropriate activity. It could not only help them to pick out affordable clothes, but also could help them with consumer math.

**Day Three- Hygiene:** This area should cover hygiene from not only a personal perspective but also a health perspective.

**Activities:** The group should first discuss what they feel is appropriate hygiene. This should be followed up with the health perspective. Dental hygiene could be covered by a nurse or hygienist. The district has a dental clinic which should be utilized when covering this topic. Maria Workman, who is located at HARP in the Paterson Public School dental clinic could be a valuable resource. Group leaders need to be aware of any cultural issues they may arise during

any of these group activities. Other health topics should be included in this: Head lice, Bed Bugs, STD's and other health related issues that could stem from improper Hygiene

**Day Four – Lifestyle:** How to maintain a healthy appearance through diet and exercise. Also included in this topic will be the importance of rest/sleep and use of alcohol and drugs.

**Activities:** Nutrition topic should be covered including the affects of fast food. Video on McDonalds “Super size Me” Also a Nutritionist from St. Joe’s could be attained. The affects of lack of sleep should also be covered as well as the negative effects of drugs and alcohol and their affects on the brain. The SAC counselor should be brought in to do a presentation on Drugs and Alcohol

**Day Five – Proper Etiquette and communication–** Students should learn and understand why proper etiquette and appropriate language and attitude are important in being successful both in school and on the job site. The importance of communicating properly with your job, school, supervisor, and teacher, will also be covered in day five.

**Activities:** Body Language should be a big part of this discussion. From eye contact to hand shaking should be covered. Examples of inappropriate language as well as terminology that could be viewed as racist or offensive to certain groups should also be examined. The importance of proper communication will also be discussed during this session. Students will understand why it is important as well as the consequences of not communicating. How and when and to communicate with your school or supervisor will also be covered.

## **Unit Two - Self Awareness** –content area to be covered:

### **Day One – Exploring Who I am & Where I want to go**

**Activities:** From Student Manual 1 (**Adkins Life Skill Program**) Have students complete the Life Stage Chart on page 12 explain or discuss how this could affect career choice. Also, as a group have students participate in the Party Exercise on page 13, again with a connection to career choice. The last activity for day one would be to do a sample of the **Holland Career Interest Inventory** On pages 20 -28.

### **Day Two – Exploring Interest and Abilities and Work Values**

**Activities-:** Complete the **Personal Experience Inventory** on pages 29 -37. Have students discuss the interests and abilities that came up in the inventory. Also have students complete the “**My Work Values**” survey on pages 45 -46 in Adkins Unit 1. Students should be able to determine their three most important work values and discuss why.



### **Day Three and Four - The Who I am Presentation**

**Activities:** Have students complete the outline for The “Who I am Presentation” page 49. After completing the worksheet, the group should go over the checklist on page 55 in Adkins Unit I. The Who am I video should be viewed and then students should focus on preparing their own presentation for video. It is very important that students see themselves on video. Each presentation should be viewed by the class and positive feedback should be given based on the checklist on page 55. It should take two days to do the video and view each one.

### **Day Five - Exploring the World of Work**

**Activities:** Students should complete the Job Exploration Form on page 39 of Adkins Unit two. They may first want to review Interests Areas and Jobs chart on pages 13 -32. When this is completed students should view the **Adkins Video for Unit two**...this will be a good lead into preparing them for an interview which will be covered in the next week.

## **Unit Three - Career information and Resume building**

### **Day One and Two– Preparing for an Interview to Obtain Job Information.**

**Activities:** Complete form on page 41-44 Adkins Unit Two. Have students interview a staff member in the school. It would be beneficial to interview someone whose job they would have some interest in. i.e. Security Guard, Police Officer, Teacher, Counselor, Principal. If necessary, they should be encouraged to go outside of the school to interview someone whose career they are interested in. While interviewing them, they should use the job information sheet as their guide. This information will help students understand certain skills and abilities and training that are necessary for specific jobs. Students should share their information with other members in the group. This information can be shared through the outline in Adkins on page 48 “A Day In The Life Of A Job” Presentation’

### **Day Three, Four and Five – Building the Resume**

**Activities:** students first need to determine short and long term goals. for the purpose of this resume, the class will work in the present. Most of the students want a part time job while attending the NJYC program, so the goals will focus on the present: pages 9-13 in Adkins Unit 7.

The next step will be to utilize Jobs4Jersey.com. Students will create an account “OnRamp.” The OnRamp program guides students through each section of the resume until it is complete. The areas that will be covered include Work History, Contact, and Education and Skills. The resume is an ongoing process in which a student will need to upload their resume so that it can easily be updated and sent to potential employers. The Free OnRamp Program allows students to do this. Students will also be provided with a thumb drive to save their resume contact information, and letters of recommendation.

## Unit Four – The online job application experience

### **Day One – Preparation for the online application**

**Activities:** The AlmostRealProducts.com offers a program to help students prepare for the online job application. Students should be exposed and work on Job Match Surveys which create situational judgment questions and help users understand how to answer these challenging questions.

### **Day Two and Three – Working on the application**

**Activities:** introduce students to the site [www.AlmostRealProducts.com](http://www.AlmostRealProducts.com). This provides students with a very real online job application experience. There are 11 diverse job applications each preceded by an EEOC form common to those used in online applications. Students should be able to complete three or four applications within a two day period.

### **Day Four and Five - Assessment of Skills**

**Activities:** Students will complete several content –based assessments in English (grammar and reading comprehension) and math, and science, similar to those used in business as gateways to many jobs requiring diverse knowledge sets. This will also reinforce the academic work they are doing in their GED classes. AlmostRealProducts provides dozens of these assessments.

### **Day Six and Seven – The Essay Question**

**Activities:** During this time, students will work on essay questions with limited answer space that help users develop concise answers to the most commonly used interview questions that appear on online employment applications. AlmostRealProducts provides these questions on their website.

## Unit Five - Developing Effective Interviewing Skills.

### **Day One – review and practice Typical Questions Asked by interviewers.**

**Activities:** Have students develop their own questions and pair- up to ask each other the questions they have developed after reviewing pages 10 -13 in **Adkins Unit 9**. Within the pairing, students should also rate each other using the Interview Rating Sheet on page 14. Students should get comfortable using this sheet for future practice and use. This class should also cover Legal and Illegal Questions covered on page 16-17 in Adkins chapter 9.

### **Day Two - review example/mock interviews.**

**Activities:** Students should watch the 33 minute video provided by Adkins for Unit 9. In this video are sample interviews. Students should watch these videos and use the Interview rating sheet for each interview. Group discussion should follow each interview.

### **Day Three – Beginning the Mock Interview.**

**Activities:** Students will be paired up to role play as a potential employer and employee. Students should get the opportunity to play both roles. These role plays should be videotaped and some should be picked to be evaluated by the class.

#### **Day Four - The Almost Real Interview**

**Activities:** A community member, preferably someone who has a business and actually hires people, will be interviewing the students in the class for employment. Students should know beforehand the company that they are applying to and be given time to do research so that they are well prepared for the interview. These interviews should be videotaped and the interview itself should be conducted somewhere other than the classroom. An office would be a better setting for these interviews. When the interviews are completed it will be important to get some general feedback from the interviewer. The students should also be able to ask the interviewer questions about body language and other areas of concern.

#### **Day Five – Viewing the interviews**

**Activities:** In the classroom setting students should view the mock interviews and evaluate them. Students should also write a follow-up letter to the community member who gave his or her time to interview. Follow-up letters are good practice, anyway.

## Unit Six – Keeping a Job: Strategies that help

### **Day One – Work Habits**

**Activities:** Review work habits: What is important to employers from Adkins Unit 10 pages 10 and 11. Also go over what kinds of mistakes are common to make on the job. These situations could be role played and examples are on pages 23 - 25 in Adkins. Discussions should follow each role play to help students understand everyone's viewpoint.

### **Day Two- Getting along with co-workers and dealing with authority.**

**Activities:** Students should view the video provided with Adkins chapter 10. They should also role play situations that are on pages 27 thru 34. Discussion should follow both video and role plays.

### **Day Three and four – The importance of showing up.**

**Activities:** Students should understand the importance of coming to work and school every day on time. Adkins covers this on pages 43 – 57. It includes role plays

## Soft Skills List – Self Management Skills

Self-Management Skills address how you perceive yourself and others, manage your emotions, and react to adverse situations. Only when you build an inner excellence can you have a strong mental and emotional foundation to succeed in your career.

1. **Growth mindset** – Looking at any situation, especially difficult situations, as an opportunity for you to learn, grow, and change for the better. Focusing your attention on improving yourself instead of changing others or blaming anyone.
2. **Self-awareness** – Knowing and understanding what drives, angers, motivates, embarrasses, frustrates, and inspires you. Being able to observe yourself objectively in a difficult situation and understand how your perceptions of yourself, others, and the situation are driving your actions.
3. **Emotion regulation** – Being able to manage your emotions, especially negative ones, at work (e.g. anger, frustration, embarrassment) so you can think clearly and objectively, and act accordingly.
4. Self-confidence - Believing in yourself and your ability to accomplish anything. Knowing that all you need is within you now. “Those who believe in themselves have access to unlimited power” – wisdom from Kung Fu Panda
5. Stress management- Being able to stay healthy, calm, and balanced in any challenging situations. Knowing how to reduce your stress level will increase your productivity, prepare you for new challenges and supports your physical and emotional health, all of which you need for a fulfilling, successful career.
6. Resilience – Being able to bounce back after a disappointment or set back, big or small, and continue to move onward and upward.
7. Skills to forgive and forget- Being able to forgive yourself for making a mistake, forgive others that wronged you, and move on without “mental or emotional baggage.” Freeing your mind from the past so you can focus 100% of your mental energy on your near and long-term career goals.
8. Persistence and perseverance – Being able to maintain the same energy and dedication in your effort to learn, do, and achieve in your career despite difficulties, failures, and oppositions.
9. **Patience** – Being able to step back in a seemingly rushed or crisis situation, so you can think clearly and take action that fulfills your long term goals.
10. **Perceptiveness** – Giving attention and understanding to the unspoken cues and underlying nuance of other people’s communication and actions. Often times, we are too busy thinking about ourselves and what we are saying, we leave little room to watch and understand others’ action and intentions. If you misinterpret other’s intention, you can easily encounter difficulties dealing with people and not even know why.

## Soft Skills List – People Skills

People Skills address how to best interact and work with others so you can build meaningful work relationships, influence others perception of you and your work, and motivate their actions. I have split them into two sections – Conventional and Tribal

**Conventional** – List of people skills you can find in most job descriptions and you will be assessed on some or all of these in your performance reviews depending on your level.

1. Communication skills – Being able to actively listen to others and articulate your ideas in writing and verbally to any audience in a way where you are heard and you achieve the goals you intended with that communication.
2. **Teamwork skills** – Being able to work effectively with anyone with different skill sets, personalities, work styles, or motivation level to achieve a better team result.
3. Interpersonal relationship skills – Effectively at building trust, finding common ground, having empathy, and ultimately building good relationships with people at work and in your network. This skill is closely related to Communication Skills. As Maya Angelou said “I have learned people will forget what you said. People will forget what you did, but people will never forget how you make them feel.”
4. **Presentation skills** – Effectively presenting your work results and ideas formally to an audience that captivates their attention, engage their input, and motivates them to act in accordance to your desired outcome. While presentation skills is a form of communication skills, I decided to list it separately given the ability to present plays a huge role in any business profession especially as you move up in your career.
5. **Meeting management skills** – Leading a meeting to efficiently and effectively reach productive results. At least 50% of meetings today are a waste of time.
6. **Facilitating skills** – Being able to coordinate and solicit well represented opinions and feedback from a group with diverse perspectives to reach a common, best solution.
7. **Selling skills** - Building buy-in to an idea, a decision, an action, a product, or a service. This is not just for people in sales.
8. Management skills – Creating and motivating a high performing team with people of varied skills, personalities, motivations, and work styles.
9. **Leadership skills** – Defining and communicating vision and ideas that inspires others to follow with commitment and dedication.
10. Mentoring / coaching skills - Providing constructive wisdom, guidance, and/or feedback that can help others further their career development

**“Tribal”** – List of people skills that you will not find in any job descriptions. They are also essential to your career success. I call it tribal because they are more “insider knowledge” that you gain from work experience or from mentors. Some people can go through their entire career and not be aware of some of these skills.

11. **Managing upwards** – Proactively managing your relationship with your boss, his expectations of your work, and his perception of your performance. Whether you are challenged, given opportunities, or recognized at work heavily depends on your ability to communicate, manage expectations, and build a good relationship with your boss.

12. Self-promotion skills – Proactively and subtly promoting your skills and work results to people of power or influence in your organization and network. It is not enough that your boss knows you do great work. You need to subtly build your reputation with all key people that can influence your performance review. This is because hard work alone does not guarantee success.
13. **Skills in dealing with difficult personalities** – Being able to still achieve the work result needed while working with someone whom you find difficult.
14. Skills in dealing with difficult/unexpected situations – Being able to stay calm and still are effective when faced with an unexpected or difficult situation. This includes being able to think on your feet and articulate thoughts in an organized manner even when you are not prepared for the discussion or situation you are in.
15.  savvy in handling office politics – Being able to understand and proactively deal with the unspoken nuances of office and people dynamics so you can protect yourself from unfairness as well as further your career. Office politics is a fact of life. If you don't choose to play, it can play you.
16. **Influence / persuasion skills** - Being able to influence perspectives or decision making but still have the people you influence think they made up their own minds.
17. Negotiation skills - Being able to understand the other side's motivations and leverage and reach a win-win resolution that you find favorably, satisfies both sides, and maintains relationships for future interactions.
18. Networking skills - Being able to be interesting and interested in business conversations that motivates people to want to be in your network. The bigger and stronger the network you have, the more easily you can get things done (e.g., find a job, get advice, find business partners, find customers, etc...)

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# Life Skills for Vocational Success

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# ATTACHMENT

## OUTLINE OF ALL THE MODULES

Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

Instructional Hours: 18 hours per week Community Work Experience: 12 hours per week, plus additional weekend projects when available.	Content	Interim Evaluations	Daily Activities	Outcomes
<p><b>Course: HSE and HS Graduates Youth Schedule T-W-Th</b>  <b>Employability Skills Training</b>  <b>Computer skills</b>  <b>Job Readiness</b>  <b>Quarterly Sessions</b></p>	<p><b>EMPLOYABILITY SKILLS</b>                      The Employability Skills course is developed to cover all the essential parts of developing a realistic career plan. It includes developing a professional resume, interviewing skills, computer skills, writing skills, and the creation of a career portfolio in addition to the soft skills and job maturity needed to succeed on the job. The main focus will be connecting students to the workplace. Students will be able to apply for a job on paper and online, ask and answer interview questions in a positive manner, learn the soft skills necessary to become a valued employee with the focus on job readiness.</p> <p><b>COMPUTER SKILLS</b>                      This internet/Computer course explains how to work with Google to search for information and for job search. This course also addresses how to set up a proper email, work with email and email attachments, organize files (documents, music, and pictures), scan documents and pictures, and work with a USB memory stick. The course is designed to meet the needs of each learner. This course will help youth to better understand how to manage the information available on the Internet, utilize email features properly, and to improve the organization of the information they have saved on the computer.</p> <p><b>JOB READINESS</b>                      This component will prepare students for the world of work. The course will stress many important areas that will help students to become responsible workers: punctually, avoiding absenteeism, maintaining appropriate grooming and hygiene, how to manage stressful situations effectively, how to be part of a team to develop and achieve mutual goals and objectives, developing and maintaining good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position.</p>	<p>Evaluations will be administered on such items as: career-skills inventories and evaluations, projects, presentations, and portfolios.</p> <p>Evaluated daily on completion of each task.                      Students will complete specific assignments and will receive a grade for each assignment completed. All the assignments will be kept in a folder for the development of their career portfolio.                      Work experience evaluations outside on Mondays and Fridays as well as their conduct on a day-to-day basis.</p>	<p>Reading, writing, listening, and speaking activities such as dialogues, interviews and writing assignments.                      Edgenuity Blended Learning</p> <p>This course also addresses how to work with email and email attachments, organize files (documents, music, and pictures), scan documents and pictures, and work with a USB or flash drive.                      Reading, writing, listening, speaking, (Dialogues, interviews, writing assignments)</p>	<p><b>Outcome for enrollees:</b>                      After one semester, 90% will complete a resume and 90% will have the interviewing skills necessary to successfully interview for a job.                      Before graduation or completion of the program, 85% will have a completed career portfolio with an updated resume,</p> <p><b>Outcome for all enrollees:</b>                      After completion of the course, at least 85% of enrollees will have completed a portfolio.                      Monthly progress reports will be given and discussed with students and kept in student folders.</p> <p>Job readiness skills will include their attendance, punctuality, and community work experiences.</p>

# ATTACHMENT

## OUTLINE OF ALL THE MODULES

Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

<p>Time: 1-hour periods for three periods will include the following coursework:</p> <p>The Common Core State Standards (CCSS) will apply to all coursework for both HSE students and those needing additional skill attainment with embedded problem solving and critical-thinking skill development.</p> <p>Courses: Algebra, Geometry, Number Sense, Language Arts Reading and Writing, Science and Social Studies</p> <p>(Schedule subject to change dependent upon cafeteria availability during lunch).</p>	<p><b>ALGEBRA</b></p> <p>Mathematics: HSD (diploma graduates) and HSE (non-graduates) HSD will use the following eight CCSS mathematical practices in algebraic basics and number sense with real-life applications while HSE students will use the same eight practices with more in-depth algebraic and geometric properties. BOTH tracks will incorporate college and career readiness applications.</p> <ol style="list-style-type: none"> <li>1. Making sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model in mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p>Algebra Course Content: CCSS for HSE students</p> <ol style="list-style-type: none"> <li>1. Seeing Structure in Expressions</li> <li>2. Arithmetic with Polynomials and Rational Expressions</li> <li>3. Creating Equations</li> <li>4. Reasoning with Equations and Inequalities</li> <li>5. Interpreting Functions</li> <li>6. Linear, Quadratic and Exponential Models</li> <li>7. Trigonometric Functions</li> </ol> <p>Further basic mathematical concepts and skills will be introduced, developed and mastered for HSG students in need of further development of spatial, numerical and mathematical relationships with real-life applications.</p>	<p>Each student will be evaluated daily on completion of each assignment or project.</p> <p>Edgenuity Blended Learning</p>	<p>Weekly quizzes, classroom evaluations, and projects.</p> <p>Student folders with student work.</p> <p>Pre- and Post-TABE Tests: A minimum of at least one grade level in mathematics is shown.</p> <p>HSE Students Only: Pre- and Post- HSE Tests: Students improve by one or more categories of preparedness for the HSET Exam.</p> <p>Progress Reports: One per month, interim and final.</p>	<p>Guided Instruction, Modeling, Independent Practice and Group Work. Edgenuity Blended Learning</p>	<p>Creating charts, graphs and tables and modifying them to present a mathematical data in a uniformed manner. Developing independent thinking and critical-thinking skills through mathematics. Edgenuity Blended Learning</p>	<p>Each student will be evaluated daily on completion of each project. Students will complete specific assignments and will receive a % grade for each assignment completed. Edgenuity Blended Learning</p>	<p>Edgenuity Blended Learning</p>
<p>Instructional Hours: 18 hours per week</p>	<p>Content</p>						

# ATTACHMENT

## OUTLINE OF ALL THE MODULES

### Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

	Interim Evaluations		
<p>Community Work Experience: 12 hours per week, plus additional weekend projects when available.</p> <p>Time: 1 hour periods for three periods will include the following coursework:</p> <p>The Common Core State Standards (CCSS) will apply to all coursework for both HSE students and those needing additional skill attainments with embedded problem solving and critical-thinking skill development.</p> <p>Courses: Algebra, Geometry, Number Sense, Language Arts Reading and Writing, Science and Social Studies</p>		<p><b>GEOMETRY</b></p> <p>Geometry Course Content: CCSS Mathematics: HSD (graduates) and HSE (non-graduates) HSD will use the following eight CCSS mathematical practices in geometric basics and number sense with real-life applications while HSE students will use the same eight practices with more in-depth algebraic and geometric properties. BOTH tracks will incorporate college and career readiness applications.</p> <ol style="list-style-type: none"> <li>1. Making sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model in mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> <p><b>Geometry Course Content:</b></p> <ol style="list-style-type: none"> <li>1. Congruence</li> <li>2. Understanding congruence and prove geometric theorems</li> <li>3. Similarity, Right Triangles and Trigonometry</li> <li>4. Circles</li> <li>5. Expressing Geometric Properties with Equations</li> <li>6. Geometric Measurement and Dimension</li> <li>7. Modeling with Geometry</li> </ol>	<p>(Same as previous page)</p> <p>Weekly quizzes, classroom evaluations, and projects.</p> <p>Student folders with student work.</p> <p>Pre and Post TABE Tests: A minimum of at least one grade level in mathematics is shown.</p> <p>HSE Students Only: Pre and Post HSE Tests: Students improve by one or more categories of preparedness for the HiSet Exam.</p> <p>Progress Reports: One month, interim and final.</p>
	<p>Each student will be evaluated daily on completion of each assignment or project.</p> <p>Edgenuity Blended Learning</p>	<p>Guided Instruction, Modeling, Independent Practice and Group Work.</p> <p>Edgenuity Blended Learning</p>	<p>Creating charts, graphs and tables and modifying them to present a mathematical data in a uniformed manner. Developing independent thinking and critical-thinking skills through mathematics.</p>
	<p>Each student will be evaluated daily on completion of each assignment or project.</p> <p>Edgenuity Blended Learning</p>	<p>Each student will be evaluated daily on completion of each project.</p> <p>Students will complete specific assignments and will receive a % grade for each assignment completed.</p>	

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## OUTLINE OF ALL THE MODULES

### Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

Instructional Hours: 18 hours per week Community Work Experience: 12 hours per week, plus additional weekend projects when available.	Content	Interim Evaluations	Daily Activities	Outcomes
<p><b>Reading and Writing</b> Time: 1 hour periods for three periods a week will include the following coursework:</p> <p><b>The Common Core State Standards (CCSS) will apply to all coursework for both HSE students and those needing additional skill attainments with embedded problem solving and critical thinking skill development.</b></p> <p><b>Courses: Algebra, Geometry, Number Sense, Language Arts Reading and Writing, Science and Social Studies</b></p>	<p><b>LANGUAGE ARTS READING &amp; LANGUAGE ARTS WRITING</b> College and Career Readiness: Anchor Standards for both HSD and HSE, in order for students to become college and career ready. Students must grapple with works of exceptional craft and thought whose range extends across genres, cultures and centuries. Students will demonstrate, comprehend and evaluate complex texts across a range of types and disciplines, and can construct effective arguments and convey intricate and multifaceted information. Likewise, students will be able independently to discern a speaker's key points, request clarification and ask relevant questions. They will build on others' ideas, articulate their own ideas, and confirm they have been understood orally and in writing. They will demonstrate the command of standard English and acquire and use wide ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.</p> <p>Reading Course Content: 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity</p> <p>Writing Course Content: 1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge 4. Range of Writing</p> <p>Elements: Functional, Expository, Persuasive Texts and Literary Fiction and Nonfiction.</p>	<p>Each student will be evaluated daily on completion of each assignment or project. Edgenuity Blended Learning</p> <p>Each student will be evaluated daily on completion of each project. Students will complete specific assignments and will receive a % grade for each assignment completed. Edgenuity Blended Learning</p>	<p>Guided Instruction, Modeling, Independent Practice and Group Work. Edgenuity Blended Learning</p> <p>Students will grapple with works ranging across different genres, cultures and centuries through wide and deep readings and writing experiences. They will develop independent thinking and critical thinking skills through language arts reading and writing. Edgenuity Blended Learning</p>	<p>(Same as previous)</p> <p><b>Weekly quizzes, classroom evaluations, and projects.</b></p> <p><b>Student folders with student work.</b></p> <p><b>Pre and Post TABE Tests: A minimum of at least one grade level in mathematics is shown.</b></p> <p><b>HSE Students Only: Pre and Post HSE Tests: Students improve by one or more categories of preparedness for the HiSet Exam.</b></p> <p><b>Progress Reports: One month, interim and final.</b></p>

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## OUTLINE OF ALL THE MODULES

Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

Instructional Hours: 18 hours per week Community Work Experience: 12 hours per week, plus additional weekend projects when available. Science and Social Studies	Interim Evaluations	Daily Activities	Outcomes
<p><b>SCIENCE AND SOCIAL STUDIES</b> HSD and HSE students will demonstrate, comprehend and evaluate science and social studies texts and materials and extract, examine and evaluate intricate and multifaceted information and site evidence in their arguments.</p> <p><b>Science Course Content:</b></p> <ol style="list-style-type: none"> <li>1. Key Ideas and Details</li> <li>2. Craft and Structure</li> <li>3. Integration of Knowledge and Ideas</li> <li>4. Range of Reading and Level of Text Complexity</li> </ol> <p><b>Areas of Curriculum Concentration*</b></p> <ol style="list-style-type: none"> <li>1. Human Body and Health, 2. Ecosystems, 3. Structure and Function of Life, 4. Heredity and Evolution, 5. Work, Motion and Forces, 6. Energy, 7. Matter, 8. The Earth and 9. The Cosmos</li> </ol> <p>College and Career Readiness: Anchor Standards *HSD curricula may vary with levels and subject matters.</p> <p><b>Social Studies Course Content:</b></p> <ol style="list-style-type: none"> <li>1. Key Ideas and Details</li> <li>2. Craft and Structure</li> <li>3. Integration of Knowledge and Ideas</li> <li>4. Range of Reading and Level of Text Complexity</li> </ol> <p><b>Areas of Curriculum Concentration*:</b></p> <ol style="list-style-type: none"> <li>1. Government, 2. Civics, 3. American History: Revolution through the Civil War, 4. World War I, through Modern Times, 5. Fundamentals of Economics, 6. Microeconomics and Macroeconomics, 7. Economics and History, 8. Societal Development, and 9. Borders between People and Nations.</li> </ol> <p>College and Career Readiness: Anchor Standards *HSD curricula may vary with levels and subject matters.</p>	<p>Each student will be evaluated daily on completion of each assignment or project. Edgenuity Blended Learning</p>	<p>Guided Instruction, Modeling, Independent Practice and Group Work. Edgenuity Blended Learning</p>	<p>Weekly quizzes, classroom evaluations, and projects.  Student folders with student work.  Pre and Post TABE Tests: A minimum of at least one grade level in mathematics is shown.  HSE Students Only: Pre and Post HSE Tests: Students improve by one or more categories of preparedness for the HiSet Exam.  Progress Reports: One month, interim and final.</p>

# OUTLINE OF ALL THE MODULES

Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

Instructional Hours: 18 hours per week Community Work Experience: 12 hours per week, plus additional weekend projects when available.	Content	Interim Evaluations	Daily Activities	Outcomes
<p>College and Career Readiness will be incorporated into all coursework</p> <p><b>COLLEGE AND CAREER READINESS</b></p> <p><b>Key Ideas</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences for it; cite specific textual evidence</li> <li>2. Applying Inferences to Texts</li> <li>3. Analyzing how and why individuals, events or ideas develop and interact of the course of a text</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings</li> <li>2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions relate to each other and the whole</li> <li>3. Assess how point of view or purpose shapes the content and style of a text</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively</li> <li>2. Delineate and evaluate the argument and specific claims in a text</li> <li>3. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches of authors.</li> </ol> <p><b>Range of Reading Level and Complexity</b></p> <ol style="list-style-type: none"> <li>1. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol> <p><b>Mathematics Standards of Practice</b></p> <ol style="list-style-type: none"> <li>1. Problem Solving</li> <li>2. Reasoning and Proof</li> <li>3. Communication</li> <li>4. Representation</li> <li>5. Connections</li> </ol>	<p>Each student will be evaluated daily on completion of each assignment or project.</p> <p>Edgenuity Blended Learning</p>	<p>Guided Instruction, Modeling, Independent Practice and Group Work.</p> <p>Edgenuity Blended Learning</p>	<p>Weekly quizzes, classroom evaluations, and projects.</p> <p>Student folders with student work.</p> <p>Pre and Post TABE Tests: A minimum of at least one grade level in mathematics is shown.</p> <p>HSE Students Only: Pre and Post HSE Tests: Students improve by one or more categories of preparedness for the Hiset Exam.</p> <p>Progress Reports: One month, interim and final.</p>	



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## OUTLINE OF ALL THE MODULES

Overview of Schedule, Hours, Curriculum, Objectives, Assessments, & Outcomes

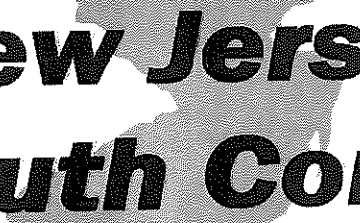
Instructional Hours: 18 hours per week. Community Work Experience: 12 hours per week, plus additional weekend projects when available.	Content	Interim Evaluations	Daily Activities	Outcomes
<p><b>Community Service Work Experience</b> Mondays and Fridays</p>	<p><b>COMMUNITY SERVICE WORK EXPERIENCE</b> To prepare students to gain real-life work experiences that will help them become prepared to obtain unsubsidized employment, students are placed at a worksite along with 6-10 other peer students with a teacher/crew leader. These work experiences will help them gain confidence in the workplace, learn workplace readiness skills, gain job maturity and soft skills which will enhance his or her ability to obtain employment in that or a related field.</p>	<p>Each student will be evaluated daily on attendance, participation, cooperation and successful completion of each work assignment.</p>	<p>The clients will be placed in various assignments at different worksites, depending on their interests and abilities.</p>	<p>Outcome for all enrollees: Before completing the program, at least 90% of enrollees will complete 100 hours of a successful Community Service Work Experience and Job Readiness Skills Assessment. Attendance at the sites will be monitored and monthly updates of hours will be kept. Community Work Experience evaluations verbally and/or in writing will provide progress on student work experiences and will be kept in student folders. A minimum of a one month, interim and final community work experience evaluation will be kept on file and shared with the students for improvement in areas of need.</p>
<p><b>SELs: Social and Emotional Learning T-W-Th</b> 8:30-8:45</p>	<p>Mentoring Groups: Each teacher and counselor has their "Tuesday Talk" Student Groups that discuss various situations and scenarios to analyze and overcome. Resolution is key!</p>	<p>Teachers and staff meet to discuss any issues or problems that need to be addressed and if follow-up is necessary</p>	<p>Talking Sessions, Peer counseling, teacher-led discussion topics such as conflict resolution and anger management.</p>	<p>Outcomes: Students will gain insight into ways to overcome obstacles, learn anger management techniques and learn how to resolve conflict in a productive manner.</p>

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	Content	Interim Evaluations	Daily Activities	Outcomes
<b>Counseling Sessions</b>	<ul style="list-style-type: none"><li>• Problem Solving Techniques</li><li>• Conflict Resolution</li><li>• Anger Management</li><li>• Character Building</li><li>• Individual Personal Counseling</li><li>• Group Counseling</li><li>• Specialty Speakers and Workshops</li></ul>	Counselor meets with students at least once every two weeks and notes are kept in a locked file.	One-on-one or group meetings	Outcomes: Students feel more in charge of their feelings and their lives and futures.



# **New Jersey Youth Corps**

*The Start of a Brighter Future*

## **Corpsmember Handbook**

In this handbook you will find:

- Your role and responsibilities as a Corpsmember
  - Description of what you will accomplish
- Rules and Regulations for the New Jersey Youth Corps of Paterson

### **2022/2023**

## Introduction

Welcome to the New Jersey Youth Corps of Paterson! In order to make you comfortable in your new surroundings, we have put together a handbook to guide you on your path to success. Think of it as a map to your future.

Any questions you may have that pertain to policies in this handbook should be addressed to the staff. Your success is of utmost importance to us and ultimately to you. We want you not only to meet our expectations, but also to exceed them. We will show you that there is nothing you cannot achieve. We are here to help you, so do not be afraid to ask.

### We are:

Ms. Nora Hoover	Principal
Mrs. Susan Ronga	Program Director
Ms. Kristine Labita	Job Developer/Social Studies Instruct.
Ms. Vera Mirashi	Social Worker/Guidance Counselor
Mrs. Erica Cashaw	Transition Coach
Mr. Michael McMahon	Math Teacher/Crew Leader
Mr. Kenneth Reilly	Science Teacher/Crew Leader
Ms. Randa Saleh	Language Arts Teacher/Crew Leader
Mrs. Rosario Sanchez	Administrative Specialist

### A Brief History

The Journey you are about to embark on is a well-worn path. The modern Corps movements were based on the original Civilian Conservation Corps (CCC) of the 1930's, which developed and maintained the nation's parks. The CCC was funded by way of the Works Progress Administration (the largest agency created in F.D. Roosevelt's 'New Deal'.)

The New Jersey Youth Corps was established in 1984 to help provide individuals who have not completed high school with the opportunity to learn life and job skills, to teach accountability and responsibility, perform community service and to obtain a HSE (formerly G.E.D.) or an Adult High School Diploma. Since its inception, NJYC has provided the state of NJ with over four million hours of service! The Paterson New Jersey Youth Corps is one of eleven sites in the state. Annually, New Jersey Youth Corps provides over 1,000 young adults with the skills they need to become successful. You are now going to be among a group of very distinguished individuals!!

## Youth Corps Mission Statement

*To restore and preserve the dignity of young adults  
Who have been underserved, and enhance their value  
to society by providing a comprehensive program of  
academic instruction and community service work  
experience that form a solid foundation upon which to  
build a brighter future.*

## Orientation/Launching Period

You have made it through the selection process and now you are ready to get down to business, right? Great! Let us tell you a little about how it will be for the first couple of weeks. Transition can be confusing, so we have scheduled an orientation to help you familiarize yourself with the policies and procedures of this Corps. During the orientation period, we will be assessing your situation and ourselves. That means we will be finding out about each other. Once you get a better understanding of what you will need to accomplish, we will use that understanding to develop your decision-making skills to help you make some important life choices. We will also teach you where to look for a job, how to become a better candidate for employment, and the work habits you will need to keep that job.

Orientation will also include getting you familiar with your community. You may meet with town officials or visit local government agencies. On special occasions, we will have a guest speaker come in to give even more specialized instruction.

But first, we will conduct tests that determine where you are academically & vocationally. We do this to individualize the instruction you receive. The staff, on a weekly basis, will do evaluations of your performance. So, do your best. These tests and evaluations only serve to determine your progress, and to let you know in what aspects you need to work. The launching period culminates with an overall assessment of all the things you learned in the first two weeks. **Passing this assessment is required for your entrance into the NJ Youth Corps!**

A Reminder: Orientation is a familiarization process. We want you to get to know us and for us to get to know you. Issues discussed hold the utmost importance throughout the program, not just the first couple weeks. So, once you learn the rules, be determined to

follow them throughout your stay with us, as the skills you learn will be used throughout your life.

### **Objectives**

The New Jersey Youth Corps staff will help you:

1. Feel better about yourself and give you the confidence you need to get what you want out of life.
2. Develop strong leadership skills and work ethics.
3. Acquire a “hands-on” perspective of the City of Paterson and Passaic County through meetings with community leaders and visits to community agencies.
4. Develop work maturity skills through “Service Learning”
5. Become more disciplined, by teaching you accountability and responsibility.
6. Explore career options and develop an educational/occupational plan for your future.
7. Increase your understanding of cultural diversity.
8. Obtain a State Issued High School Diploma and; increase proficiency in Basic Skills.
9. Register to vote/Selective Service.

### **Holding up your end of the bargain**

To achieve these lofty goals, you must assume certain responsibilities. For our help, we expect you to:

1. **Attend online and in-person school promptly every day, for your fully scheduled classes and work sites.**
2. Approach your learning process with a mature outlook. (Not every day will be easy.)
3. Be organized with all educational materials (pencils, pens, notebooks....), come to online or in-person class/work prepared for the events of the day and “actively” participate in your learning process.
4. Participate in a mandatory Mental Health Screening between 3-5 pm and follow-up
5. Attend all mandatory Saturday Special Events
6. Complete all homework and special assignments. (*HSE Packets, Life Skills Curriculum, Employability Skills Curriculum, etc.*)
7. Complete a minimum of 280 hours of academics.
8. Complete a minimum of 140 hours of community service.
9. Register for Selective Service (if you are male and 18 or older).
10. Embrace responsibility, show respect, exhibit dependability, and involve yourself in your community.
11. Cellphones
  - a. Online: for class discussion or a laptop/tablet. No use of cell phone for private matters during class time.

- b. In-person: permitted to be used ONLY during lunchtime.
12. Successfully complete the HI-SET and/or TASC Pretest and Test requirements.

### **Program Guidelines**

Learning is a fragile process. In order to provide you with an environment that will enable you to get the most out of our program, we have put together a list of Program Guidelines. The guidelines will provide you with an atmosphere that enables you to be productive and safe.

1. **Everyday attendance is mandatory!** To get all, you can from the program, you need to be here every day, and arrive on time. Unexpected absences lead to unproductive days & poor morale, so make it here! You are a valued member of our team and we would miss you if you were not here. If you cannot make it in, please call or **text 201-546-2074 by 8:30 a.m.** and speak to Mrs. Ronga or leave a text. Failure to do so is considered a **'NO CALL/NO SHOW'**.
2. **Under no circumstances will you be allowed into the program after 9:15am.** Additionally, we require documentation to be presented to the NJYC office (online picture emailed or texted) for any absence upon return to Youth Corps from said absence (*i.e. doctor's appointments, court appointment, etc.*) Corpsmembers should make every effort to schedule all personal appointments after program hours. Non-documentation will result in said absence being unexcused or a class period cut.
3. **Inappropriate behavior or language observed or heard by any staff member will not be tolerated.** Corpsmembers are expected to treat one another and staff with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Corpsmembers also do not engage in public displays of affection. This general code of conduct will be always expected of all corpsmembers. Respect each other and play fair! We're a team!
4. **Uniform Policy** – It is the policy of New Jersey Youth Corps that all Corpsmembers must be always properly attired in the New Jersey Youth Corps uniform while attending the Youth Corps program and special events. This uniform shall consist of the standard NJYC yellow or blue tee shirt and khaki pants. Stipulations regarding the Uniform Policy shall include the following conditions:
  - The uniform shirt, pants, and sweatshirts must be properly fitted. Poorly fitting clothing will not be tolerated.
  - Uniform must be worn properly and be always visible.
  - During cold or inclement weather, navy blue Youth Corps sweatshirts may be worn over the shirt.
  - Standard footwear may include athletic shoes or work boots. Work boots should be worn while participating in outdoor service projects when

Corpsmembers are required to use hand or power tools. All footwear must be worn in a way that promotes safety (i.e. must be laced and tied).

- If Corpsmembers require headgear during outdoor service projects, only appropriate types of headgear are acceptable. Bandanas, wave caps, etc. **are always unacceptable.**
  - Khaki pants must be purchased by everyone at an outside store such as Forman Mills in Totowa or Shoppers World in downtown Paterson. Each Corpsmember will be provided one sweatshirt, and two tee shirts. Additional T-shirt (s) \$2.00 and sweatshirts \$5.00 may be purchased at the NJYC office
  - A Corpsmember who loses a component of the uniform may purchase a replacement at cost.
  - At no time should a Corpsmember be permitted to participate in any New Jersey Youth Corps program if improperly attired.
  - Uniform compliance also includes maintaining good hygiene and keeping hair neatly combed and managed.
5. Eating and chewing gum or tobacco are not permitted in online or in-person class or while working on computers. Please use the cafeteria for all food/beverage related activities. Additionally, please clean up after yourself! **Smoking and vaping are not permitted inside or near the school building.**
6. The New Jersey Youth Corps of Paterson is a drug-free environment!  
Definitions as used in this policy:
- *"Substance" means alcohol or drugs.*
  - *"Alcohol" means ethyl alcohol or ethanol.*
  - *"Drugs" means any substance taken into the body, other than alcohol, which may impair one's mental faculties and/or physical performance.*
  - *"Corpsmember" means all persons who attend full time, part time, or are under contract for Youth Corps, including management staff.*

The NJYC of Paterson is vitally concerned about the well-being of its Corpsmembers, our most asset. We are equally concerned that our organization's hard-earned reputation and positive image is not compromised in any way. Alcohol and drug abuse have an adverse effect on job performance, create dangerous situations, and serve to undermine our customers' and the community's confidence in our organization.

New Jersey Youth Corps of Paterson cannot and will not condone drug or alcohol abuse on the part of its Corpsmembers, nor will it condone any Corpsmember Behavior on or off the premises that may serve to damage the Youth Corps' reputation. Our policy concerning drug and alcohol use and abuse is as follows:

- NJYC of Paterson will not enroll anyone who is known to currently abuse substances.



- NJYC of Paterson will educate and inform its Corpsmembers about the health consequences of drug and alcohol abuse.
  - Corpsmembers must report to Youth Corps in a fit condition to perform their duties. Being under the influence of drugs or alcohol is not acceptable.
  - Any Corpsmember on Youth Corps business on or off Youth Corps premises is prohibited from purchasing, transferring, using or possessing illicit drugs or using alcohol or prescription drugs in any way that is illegal.
  - **Corps members will not be terminated for voluntarily seeking assistance and receiving mental/behavioral health counseling for a substance abuse problem; however, continued performance, attendance or behavioral problems may result in loss of enrollment until receiving special health care specialist care.**
  - **Initial mental health care screening counseling sessions will also be a mandatory component of the program.**
  - Corpsmembers on physician-prescribed medication must notify a designated Youth Corps official if there's likelihood that such medication could affect performance and safety.
  - Corps members exhibiting bizarre or unusual behavior and a staff member suspect's substance abuse may be subject to the Paterson School District Substance Abuse Policies.
  - **"Use of drugs or other controlled substances, alcoholic beverages, or possessing drugs is not allowed in the program and will not be tolerated. Use of drugs/alcohol will not be tolerated and can lead to termination from the program." Special treatment centers and counseling will be given if you are in need of help!**
7. Cellular telephones and other electronic devices are not allowed. In order to provide you a distraction free environment, we require you to turn your phones and other electronic devices in at the beginning of the day.
  8. Office Phones are not for student use. Students may use the office phone only in an emergency.
  9. Students are encouraged to have emergency calls come in to the NJYC office.
  10. Breaks are to be taken in designated areas. No loitering is allowed in unauthorized areas, particularly in the hallway. Also, please do not invite visitors to wait around for you, apart from events in which guests are allowed.
  11. Weapons Policy – Dangerous instruments which can be used to threaten the safety and well-being of Corpsmembers and staff are not permitted on school grounds, on the worksite or at any special function. Possession of said items will result in immediate termination.
  12. Sexual Harassment – defined as unwelcome sexual advances, request for sexual favors, possession of objectionable material, or any verbal or physical conduct of a sexual nature with a fellow Corpsmember or member of the staff will not be tolerated.

- 13. Backpack/purse search** – NJYC of Paterson reserves the right to search a Corpsmember's backpack/purse to determine the possession of drugs/controlled substances/weapons.
- 14. Vehicles** – the New Jersey Youth Corps has numerous vehicles to transport Corpsmembers and staff to and from worksites, field trips, etc. Your conduct in these vehicles while on the road is also of the utmost importance. Yelling, moving around in the vehicle, and causing distractions for the driver are considered serious infractions of Youth Corps rules and will lead to disciplinary actions. Furthermore, any vandalism or defacing of these vehicles will be dealt with in a similar disciplinary action. Youth Corps reserves the right to seek financial compensation for such damage.

### Evaluations

While performing these tasks, you will be evaluated bi-weekly on the following topics:

- Attendance & Punctuality
- Attitude
- Youth Corps Ethic
- Behavior
  - Towards the staff
  - Towards fellow Corpsmembers
- Initiative
- Dependability
- Quality of Work
- Quantity of Work
- Organization
- Appearance
- Listing of Disciplinary Actions

Once evaluated, you will meet with a staff member to discuss your performance. At that time, you will have the chance to include your comments on the evaluation form.

- Grading Scale
  - 90-100%    A
  - 80-89%    B
  - 70-79%    C
  - 60-69%    D
  - Below 60%    F
    - Below 60% consequences:
      - Cannot take the High School Equivalency Test until a passing grade is achieved
      - Cannot attend Field Trips/After-School Activities until criteria is met.

## **Harassment, Intimidation and Bullying Policy**

The Paterson Public School District strictly prohibits the harassment, intimidation and/or bullying of any student. Prohibited conduct includes written, verbal and physical acts of harassment, intimidation and/or bullying, as well as cyber-bullying. Any act of harassment, intimidation and/or bullying will be considered a Category II offense, at a minimum. A single act of harassment, intimidation and/or bullying may be considered a Category III offense, depending on the nature and severity of the act.

Harassment, intimidation, and bullying are defined as:

Any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, or on a school bus that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- 1) A reasonable person should know, under the circumstances, this will have the effect of physically or emotionally harming a student or damaging a student's property.
- 2) Placing a student in reasonable fear of physical or emotional harm to his person or damage to his property, or has the effect of insulting or demeaning any student or group of students.
- 3) Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical emotional harm to the student. (Refer to Policy 5512.01)

## **Sexting**

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images of photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district; and reported to law enforcement and/or

other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

### **Disciplinary Action/Counseling**

As we all know, we must face certain consequences for our actions. Our rules are in place with your interests at heart, so let us discuss what happens if certain lines are crossed. Discipline/Counseling will be an option of enforcing certain policies. Offenses will be dealt with on a case-by-case basis, with harsher penalties for the more serious offenses. Violations of certain policies can/will lead to your immediate dismissal from the program.

Parent notification will take place if a student is sent home for any infraction if under 18 years of age. If 18 years or older, notification may not occur.

Documentation for each of these steps will remain active and applicable for 1 month. If a person has no disciplinary problems for one month after the initial occurrence, that particular incident will have no bearing on any additional infractions.

Simplified – if you have no problems for one month after you mess up, we won't hold it against you. But remember that you will be evaluated bi-weekly, and that disciplinary notices will be reflected upon in your evaluation. (Numerous offenses may affect our ability to give you positive references.)

### **Grievance Procedures:**

Student reports grievance to a teacher, counselor or program director as their comfort zone allows. Student writes written complaint as does the involved school personnel.

1. Grievance is resolved, or further investigation is required in #2.
2. Teacher(s), counselors, and program director meet to discuss and document solutions.
3. Teacher(s), counselors, and program director meet with student to discuss solution(s).
4. Resolution is made with student or ongoing investigation takes place with principal.

### **New Jersey Youth Corps Procedures**

**Attendance** – Our hours of operations are Monday through Friday, 8:15 a.m. to 3:00 p.m. For you to get everything out of the program, we expect you to be here every day, and on time. Excessive lateness or absences during your stay in the program result in a loss of the total experience/stipend for you. If you have an attendance/lateness problem, you will

be notified. You will then have a chance to resolve the matter with the counselor/director. If a solution cannot be found, your stay in the program may be terminated. If you are going to be late or absent, please call us to let us know: [sanchez@paterson.k12.nj.us](mailto:sanchez@paterson.k12.nj.us) (please refer to Program Guidelines, Number 1).

**Holidays** – The New Jersey Youth Corps of Paterson will observe all holidays observed by the Paterson Public Schools. (Christmas, New Year's Day, etc.)

**School Closings** – School/Work may be canceled due to inclement weather. School closings will be in accordance with Paterson Public Schools system. (If Paterson Public Schools are closed then so are we. The same applies for late openings as well.)

### **School Closing Announcements:**

- **Internet:** [www.paterson.k12.nj.us](http://www.paterson.k12.nj.us) OR [www.wor710.com](http://www.wor710.com) OR [www.1010wins.com](http://www.1010wins.com)

**Radio:** 1010 wins (33 minutes after the hour)

**Television** Channel 2 – WCBS

- Channel 4 – NBC News
- Channel 5 – fox 5 News
- Channel 7 – WABC
- Channel 11 – WPIX-TV/CW11
- Channel 12 – News 12 New Jersey
- Channel 76 – PETV Paterson Local Access Cable Channel

### **Phone**

- Call (973)-321-1001 for recorded information.
- Call the District Hotline at (973) 321-0911

**The Typical Week** – the staff have created a recurring schedule for you to follow. Classes Tuesdays, Wednesdays and Thursdays, community service Mondays/Fridays.

**Stipends** – Weekly living allowances will be provided to you for overall participation/attendance in the program at a rate of \$100 per week for Corpsmembers and \$120 for Full-time Crew. To qualify for weekly stipends, you need to be in attendance at least 4 days of the week and less than 3 tardy in the same week. Stipends will not be provided while you are participating in the orientation portion of the program. After orientation, stipends will be distributed bi-monthly on the 15<sup>th</sup> and 30<sup>th</sup> of every month, at the end of the day only if the student is present on that day and only to the student with the NJYC ID card. **NO EXCEPTIONS!**

## Signing – In Procedures – In-person

- Sign-in – 8:15am – 8:30am
- Late Sign-in – 8:31am – 8:45am
- After 8:45am you will be sent home
- 3 tardies in the same week are equal to one day absence for that week.

## Signing – In Procedures –Online

- Sign-in – 8:15am – 8:45am (homeroom)
- SEL's/Warm-Up Activities: 8:45-9:00am
- Late Sign-in – 8:46am – 8:59am (get ready for class)
- After 9:00 am you will not be permitted to join your classes

**NO EXCUSES**

**Disclaimer** – Participants in the New Jersey Youth Corps of Paterson are not to be considered employees, nor are they covered under a medical insurance plan. They are however, considered to participate in the Youth Corps as a volunteer, and such participation is completely of their own volition.

Good Luck

&

Welcome To New Jersey Youth Corps!!!

**New Jersey Youth Corps of Paterson**

**151 Ellison Street, 2<sup>nd</sup> floor**

**Paterson, New Jersey 07505**

**Phone: 973-321-0570**

**973-321-0571**

**Email: [rsanchez@paterson.k12.nj.us](mailto:rsanchez@paterson.k12.nj.us)**

**Email: [sronga@paterson.k12.nj.us](mailto:sronga@paterson.k12.nj.us)**



2022 – 3/11/22

**JULY**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**AUGUST**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**SEPTEMBER**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**OCTOBER**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**NOVEMBER**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**DECEMBER**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**PATERSON PUBLIC SCHOOLS  
2022-2023 SCHOOL CALENDAR**

**JULY**

4 Independence Day – Dist. Closed  
5 Summer school begins  
9-10 Eid al-Adha

**AUGUST**

15-19 Summer In-Service – District Leaders  
23-25 New teacher orientation

**SEPTEMBER**

1 Staff in-service  
2 Staff in-service/1:00 p.m. dismissal  
5 Labor Day - District Closed  
6 Staff in-service  
7 Opening Day for Students  
22 Back-to School Night (School 7, JAT, and New Roberto Clemente), 6-8 p.m.  
27 Back-to-School Night, grades 9-12, 6-8 p.m.  
29 Back-to-School Night (pre-K-8), 6-8 p.m.

**OCTOBER**

5 Yom Kippur – District Closed  
10 Italian Heritage Day/Indigenous  
13 People's Day - District Closed  
21 Progress Reports (pre-K-12)  
1:00 Dismissal Students/PD for Staff

**NOVEMBER**

8 Elec. Day/Staff In-Service/No Students  
9 1<sup>st</sup> Marking Period Ends  
10 & 11 NJEA Convention – District Closed  
11 Veterans' Day  
17 Report Card Parent Conferences, grades 9-12, 5:30 – 7:30 p.m.  
21 Report Card Parent Conferences (School 7, JAT and New Roberto Clemente) 5:30 – 7:30 p.m.  
22 Report Card Parent Conferences (pre-K-8) 5:30 – 7:30 p.m.  
23 Early Dismissal  
24 & 25 Thanksgiving - District Closed

**DECEMBER**

9 1:00 Dismissal Students/PD for Staff  
16 Progress Reports (pre-K-12)  
23 Early Dismissal  
26-30 Holiday Break – District Closed

**JANUARY**

2 New Year's Day (obsv.) – District Closed  
13 1:00 Dismissal Students/PD for Staff  
16 MLK, Jr. Birthday – District Closed  
24 2<sup>nd</sup> Marking Period Ends

**FEBRUARY**

9 Report Card Parent Conferences (pre-K-8) 4:30 – 6:30 p.m.  
10 1:00 Dismissal Students/PD for Staff  
13 Report Card Parent Conferences (School 7, JAT and New Roberto Clemente) 4:30 – 6:30 p.m.  
16 Report Card Parent Conferences, grades 9-12, 4:30 – 6:30 p.m.  
20-24 Winter Break – District Closed

**MARCH**

3 1:00 Dismissal Students/PD for Staff  
6 Progress Reports (Pre-K-12)  
17 PEA & Student Early Dismissal

**APRIL**

3-10 Sprg Brk, Good Fri., Easter – Dist. Closed  
11 3<sup>rd</sup> Marking Period Ends  
21 Eid Al Fitr (Obsv.) – District Closed  
24 Report Card Parent Conferences (School 7, JAT and New Roberto Clemente), 5:30 – 7:30 p.m.  
25 Report Card Parent Conferences (pre-K-8) 5:30 – 7:30 p.m.  
27 Report Card Parent Conferences (9-12), 5:30 – 7:30 p.m.

2023 – 3/11/22

**JANUARY**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**FEBRUARY**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

**MARCH**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**APRIL**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**MAY**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**JUNE**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- District Closed
- Schools Closed
- 1:00 Dismissal Students & Staff (PEA)
- 1:00 Dismissal Students/PD for Staff
- Full PD Day for Staff/No Students
- 1:00 Dismissal for Students/1:20 Staff
- Staff Only in Attendance
- Staff Inservice with 1:00 pm dismissal



# PATERSON PUBLIC SCHOOLS



Paterson Adult & Continuing Education  
New Jersey Youth Corps  
151 Ellison Street, 2<sup>nd</sup> floor  
Paterson NJ 07505

Nora Hoover, Principal  
Susan Ronga, Program Director

Eileen F. Shafer, M. Ed.  
Superintendent of Schools

**I declare that I have read and understood the rules and regulations that are written in the New Jersey Youth Corps Handbook, which includes grievance procedures.**

**By signing this acknowledgement, I promise to abide by all of the policies and procedures described in the handbook and explained clearly by the NJYC staff members.**

**NAME:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_





# PATERSON PUBLIC SCHOOLS

Paterson Adult & Continuing Education  
New Jersey Youth Corps  
151 Ellison Street, 2<sup>nd</sup> floor  
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**NAME:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



# **New Jersey Youth Corps**

*The Start of a Brighter Future*

## **Corpsmember Handbook**

In this handbook you will find:

- Your role and responsibilities as a Corpsmember
  - Description of what you will accomplish
- Rules and Regulations for the New Jersey Youth Corps of Paterson

### **2022/2023**

### Youth Corps Mission Statement

*To restore and preserve the dignity of young adults  
Who have been underserved, and enhance their value  
to society by providing a comprehensive program of  
academic instruction and community service work  
experience that form a solid foundation upon which to  
build a brighter future.*

### Orientation/Launching Period

You have made it through the selection process and now you are ready to get down to business, right? Great! Let us tell you a little about how it will be for the first couple of weeks. Transition can be confusing, so we have scheduled an orientation to help you familiarize yourself with the policies and procedures of this Corps. During the orientation period, we will be assessing your situation and ourselves. That means we will be finding out about each other. Once you get a better understanding of what you will need to accomplish, we will use that understanding to develop your decision-making skills to help you make some important life choices. We will also teach you where to look for a job, how to become a better candidate for employment, and the work habits you will need to keep that job.

Orientation will also include getting you familiar with your community. You may meet with town officials or visit local government agencies. On special occasions, we will have a guest speaker come in to give even more specialized instruction.

But first, we will conduct tests that determine where you are academically & vocationally. We do this to individualize the instruction you receive. The staff, on a weekly basis, will do evaluations of your performance. So, do your best. These tests and evaluations only serve to determine your progress, and to let you know in what aspects you need to work. The launching period culminates with an overall assessment of all the things you learned in the first two weeks. Passing this assessment is required for your entrance into the NJ Youth Corps!

A Reminder: Orientation is a familiarization process. We want you to get to know us and for us to get to know you. Issues discussed hold the utmost importance throughout the program, not just the first couple weeks. So, once you learn the rules, be determined to follow them throughout your stay with us, as the skills you learn will be used throughout your life.

## Program Guidelines

Learning is a fragile process. In order to provide you with an environment that will enable you to get the most out of our program, we have put together a list of Program Guidelines. The guidelines will provide you with an atmosphere that enables you to be productive and safe.

1. **Everyday attendance is mandatory!** To get all, you can from the program, you need to be here every day, and arrive on time. Unexpected absences lead to unproductive days & poor morale, so make it here! You are a valued member of our team and we would miss you if you were not here. If you cannot make it in, please call or text 201-546-2074 by 8:30 a.m. and speak to Mrs. Ronga or leave a text. Failure to do so is considered a 'NO CALL/NO SHOW'.
2. **Under no circumstances will you be allowed into the program after 9:15am.** Additionally, we require documentation to be presented to the NJYC office (online picture emailed or texted) for any absence upon return to Youth Corps from said absence (i.e. *doctor's appointments, court appointment, etc.*) Corpsmembers should make every effort to schedule all personal appointments after program hours. Non-documentation will result in said absence being unexcused or a class period cut.
3. **Inappropriate behavior or language observed or heard by any staff member will not be tolerated.** Corpsmembers are expected to treat one another and staff with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Corpsmembers also do not engage in public displays of affection. This general code of conduct will be always expected of all corpsmembers. Respect each other and play fair! We're a team!
4. **Uniform Policy** – It is the policy of New Jersey Youth Corps that all Corpsmembers must be always properly attired in the New Jersey Youth Corps uniform while attending the Youth Corps program and special events. This uniform shall consist of the standard NJYC yellow or blue tee shirt and khaki pants. Stipulations regarding the Uniform Policy shall include the following conditions:
  - The uniform shirt, pants, and sweatshirts must be properly fitted. Poorly fitting clothing will not be tolerated.
  - Uniform must be worn properly and be always visible.
  - During cold or inclement weather, navy blue Youth Corps sweatshirts may be worn over the shirt.
  - Standard footwear may include athletic shoes or work boots. Work boots should be worn while participating in outdoor service projects when Corpsmembers are required to use hand or power tools. All footwear must be worn in a way that promotes safety (i.e. must be laced and tied).
  - If Corpsmembers require headgear during outdoor service projects, only appropriate types of headgear are acceptable. Bandanas, wave caps, etc. are always unacceptable.
  - Khaki pants must be purchased by everyone at an outside store such as Forman Mills in Totowa or Shoppers World in downtown Paterson. Each Corpsmember will be provided one sweatshirt, and two tee shirts. Additional T-shirt (s) \$2.00 and sweatshirts \$5.00 may be purchased at the NJYC office

- Corpsmembers on physician-prescribed medication must notify a designated Youth Corps official if there's likelihood that such medication could affect performance and safety.
  - Corps members exhibiting bizarre or unusual behavior and a staff member suspect's substance abuse may be subject to the Paterson School District Substance Abuse Policies.
  - "Use of drugs or other controlled substances, alcoholic beverages, or possessing drugs is not allowed in the program and will not be tolerated. Use of drugs/alcohol will not be tolerated and can lead to termination from the program." Special treatment centers and counseling will be given if you are in need of help!
7. Cellular telephones and other electronic devices are not allowed. In order to provide you a distraction free environment, we require you to turn your phones and other electronic devices in at the beginning of the day.
  8. Office Phones are not for student use. Students may use the office phone only in an emergency.
  9. Students are encouraged to have emergency calls come in to the NJYC office.
  10. Breaks are to be taken in designated areas. No loitering is allowed in unauthorized areas, particularly in the hallway. Also, please do not invite visitors to wait around for you, apart from events in which guests are allowed.
  11. Weapons Policy – Dangerous instruments which can be used to threaten the safety and well-being of Corpsmembers and staff are not permitted on school grounds, on the worksite or at any special function. Possession of said items will result in immediate termination.
  12. Sexual Harassment – defined as unwelcome sexual advances, request for sexual favors, possession of objectionable material, or any verbal or physical conduct of a sexual nature with a fellow Corpsmember or member of the staff will not be tolerated.
  13. Backpack/purse search – NJYC of Paterson reserves the right to search a Corpsmember's backpack/purse to determine the possession of drugs/controlled substances/weapons.
  14. Vehicles – the New Jersey Youth Corps has numerous vehicles to transport Corpsmembers and staff to and from worksites, field trips, etc. Your conduct in these vehicles while on the road is also of the utmost importance. Yelling, moving around in the vehicle, and causing distractions for the driver are considered serious infractions of Youth Corps rules and will lead to disciplinary actions. Furthermore, any vandalism or defacing of these vehicles will be dealt with in a similar disciplinary action. Youth Corps reserves the right to seek financial compensation for such damage.

### Evaluations

While performing these tasks, you will be evaluated bi-weekly on the following topics:

- Attendance & Punctuality
- Attitude
- Youth Corps Ethic
- Behavior
  - Towards the staff
  - Towards fellow Corpsmembers
- Initiative

3) Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical emotional harm to the student. (Refer to Policy 5512.01)

### Sexting

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images of photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district; and reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

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3. Teacher(s), counselors, and program director meet with student to discuss solution(s).
4. Resolution is made with student or ongoing investigation takes place with principal.

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- Sign-in - 8:15am - 8:30am
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# PATERSON PUBLIC SCHOOLS



Eileen F. Shafer  
Superintendent of Schools

Nora Hoover  
Principal

## Student Agreement Form

### I. Attendance

As a student in the NJYC program, I am expected to meet the following responsibilities:

1. Attend all orientation sessions
2. Attend all the classes
3. Come to class on time
4. Notify the office when I will be absent
5. Take all required test and exams
6. Have my books and materials ready for every class
7. Demonstrate behavior appropriate to a positive learning environment
8. Bring proof of excused absences (court, doctor, probation, etc.) the day after an absence

### II. Special Programs and Events

1. I will participate in the Pregnancy Prevention + Drug Education Prevention Programs
2. I will participate in the mental/behavior health care program (NJYC-RISE) to:
  - a. Increase my awareness of mental health and substance use/abuse issues
  - b. Become a certified Medical Health Care Provider
  - c. Participate in a health care specialist screening session and any needed services deemed necessary from said session
3. I will participate in any other specialty programs deemed necessary or appropriate for my particular situation and any other group special events.

### III. Expectations

1. Respect and be treated with respect
2. Be informed if cancellations occur
3. Have access to small group learning, tutoring and one - on - one instruction
4. Be provided with a full orientation and guidance throughout the program

You are a valued member of our team and we want you to succeed in all aspects of the program and beyond!

I have reviewed the Student Handbook during orientation and also accept my responsibilities above.  
I understand that my records will remain confidential; however, the NJYC must report information to authorized agencies.

By signing below, I agree to authorize the NJYC to disclose the information provided above.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*"Our Children, Our Future"*



PASSAIC COUNTY ONE-STOP CAREER CENTER  
 Passaic County Workforce Development Center  
 New Jersey Youth Corps  
 Individual Development Plan

**I. DEMOGRAPHICS:**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Your Telephone #: \_\_\_\_\_ Email Address: \_\_\_\_\_

**II. EDUCATION:**

Highest Grade Completed \_\_\_\_\_ When \_\_\_\_\_ Where \_\_\_\_\_

# Credits Earned \_\_\_\_\_ Taken HSE- Yes / No HSE Score \_\_\_\_\_ Sections Passed \_\_\_\_\_

Why did you leave school? \_\_\_\_\_

Why are you returning to school? \_\_\_\_\_

Do you face any academic challenges? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, Explain: \_\_\_\_\_

Do you have an IEP (Individual Education Plan) Yes / No

**III. FAMILY:**

Who do you live with? \_\_\_\_\_

Do you have any children? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how many? \_\_\_\_\_

Do you need childcare? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do you have any siblings? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how many? \_\_\_\_\_

Do you pay rent or utilities? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how much? \_\_\_\_\_

Who can we call in case of an emergency?

NAME	PHONE NUMBER	RELATIONSHIP

**IV. EMPLOYMENT STATUS:**

\_\_\_\_\_ Working FT/PT \_\_\_\_\_ Unemployed \_\_\_\_\_ Seeking Work

Are you currently on probation? Yes / No Probation Officer Name: \_\_\_\_\_

**X. GOALS:**

What are some of your short-term goals? \_\_\_\_\_

What are some of your long-term goals? \_\_\_\_\_

What are some of your personal goals? \_\_\_\_\_

What are some of your interests/hobbies? \_\_\_\_\_

**XI. SKILLS & ABILITIES:**

**Occupational Skills: Check all knowledge, skills, and abilities that apply:**

**Knowledge:** \_\_\_ Science \_\_\_ Technology \_\_\_ Math \_\_\_ English \_\_\_ Social Studies \_\_\_ Music (Dance/Performance)

\_\_\_ Fine Arts Health/Nutrition \_\_\_ Team Sports \_\_\_ Individual Sports \_\_\_ Other

(Please Specify): \_\_\_\_\_

**Skills:** Do you speak more than 1 Language? Yes / No If yes, what language(s) \_\_\_\_\_

**Computer Skills:** Hardware Software: \_\_\_\_\_

\_\_\_ Work well with hands \_\_\_ Work with Tools/Building trades \_\_\_ Other (Please Specify): \_\_\_\_\_

**Abilities:** Interpersonal: \_\_\_ Work well alone \_\_\_ Work well with others \_\_\_ Both \_\_\_ Don't know/never worked

**Job Skills:** \_\_\_\_\_

**Summary of Occupational Skills: Strengths and Weaknesses:** \_\_\_\_\_

Have you ever done volunteer work? \_\_\_ Yes \_\_\_ No If yes, where? \_\_\_\_\_

Are you interested in college or trade school? \_\_\_\_\_

**XII. MISCELLANEOUS:**

Do you have a driver's license or permit? \_\_\_ Yes \_\_\_ No

Tell us a little bit about yourself? (3 sentences)

\_\_\_\_\_  
\_\_\_\_\_

**New Jersey Youth Corps  
Enrollment Application  
2022 - 2023**

Date: \_\_\_\_\_

Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: N.J. Zip: \_\_\_\_\_ DOB: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Work #: \_\_\_\_\_ Cell #: \_\_\_\_\_

Emergency Contact & Phone #: \_\_\_\_\_

Last School Attended: \_\_\_\_\_

Highest Grade Completed: \_\_\_\_\_ Approximate # of Credits Earned: \_\_\_\_\_

Were you ever enrolled in NJYC? \_\_\_\_\_ If so, what year? \_\_\_\_\_

Are you employed? \_\_\_\_\_ If so, please answer the following questions:

Company Name: \_\_\_\_\_ Position: \_\_\_\_\_

Location: \_\_\_\_\_ Hours? \_\_\_\_\_

Why are you interested in New Jersey Youth Corps?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New  Re-Applicant

Please return completed application ASAP to:  
Mrs. Rosario Sanchez  
New Jersey Youth Corps Program  
151 Ellison Street, 2<sup>nd</sup> floor, Paterson, NJ 07505  
Phone: 973-321-0570

## Certificate of Consent to Participate Form High School Equivalency Testing



New Jersey Department of Education  
Office of Career Readiness  
Adult Education  
PO Box 500  
Trenton, New Jersey  
08625-0500  
Phone: 609-292-2070

### Instructions

This form must be completed by any 16- or 17-year old individual who is currently not enrolled in a public/private high school and is interested in taking a high school equivalency assessment. This form must be signed by a parent/guardian and presented to the Chief Examiner when registering for the assessment. For any questions, contact the New Jersey Department of Education at (609) 292-2070 or [adulted@doe.nj.gov](mailto:adulted@doe.nj.gov) or visit [www.state.nj.us/education/adulted](http://www.state.nj.us/education/adulted).

### Part A: Applicant Information

To be completed by applicant.

First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Last Name: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email address: \_\_\_\_\_

Date of birth (mm/dd/yyyy): \_\_\_\_\_ Age (years): \_\_\_\_\_

#### I certify the following:

I am at least 16 years of age. I am not currently enrolled in school. I have not graduated from an accredited high school in the United States or Canada. I have not previously earned a State-issued high school diploma or earned scores to qualify for a high school equivalency certificate/diploma in any state (unless an exception is applicable). I certify that I am eligible to take a high school equivalency assessment and that the information provided is accurate. I understand that if the information is misrepresented, the Chief Examiner can refuse to administer the tests. In addition, the New Jersey Department of Education reserves the right to invalidate the assessment scores if information is misrepresented.

Applicant's Signature: \_\_\_\_\_

Date (mm/dd/yyyy) : \_\_\_\_\_

**Part B**

To be completed by Parent/Guardian

**I certify the following:**

The individual named above has my legal consent to waive his/her right to attend a local school. I have officially withdrawn this individual from the school of residence, day school or educational program. I further consent to his/her participation in taking a high school equivalency assessment. I understand that the New Jersey Department of Education reserves the right to invalidate these test scores if information submitted on this form is misrepresented. The signature below confirms the previous statements.

Parent/Legal Guardian's Signature: \_\_\_\_\_

Date (mm/dd/yyyy): \_\_\_\_\_

Name (print if filling out by hand): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Name of last school district: \_\_\_\_\_

Address of last school district: \_\_\_\_\_

Date of withdrawal from school (mm/dd/yyyy): \_\_\_\_\_

Name of Chief Examiner (print): \_\_\_\_\_

Chief Examiner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If the **parent/guardian does not/cannot accompany** the test taker to the testing center, the Consent to Participate form **must** be signed by the parent before a New Jersey Notary. The student can then take the notarized form to the chief examiner at the test center.

**NEW JERSEY NOTARY PUBLIC ACKNOWLEDGEMENT**

THE STATE OF NEW JERSEY

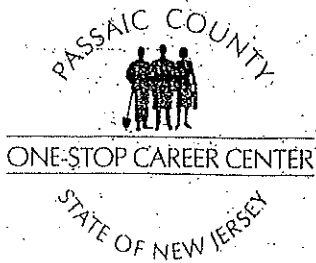
COUNTY OF: \_\_\_\_\_

On \_\_\_\_\_, 20\_\_ before me, \_\_\_\_\_ Notary Public in and for said county personally appeared \_\_\_\_\_ (signer/witness) who has/have satisfactorily identified him/her/themselves as the signer(s) or witness(es) to the above referenced document.

(Affix Notary Stamp Here)

\_\_\_\_\_  
Notary Public Signature

My Commission Expires: \_\_\_\_\_



# Passaic County One Stop Career Center Passaic County Workforce Development Center

## Parental/Guardian Consent Form

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone # \_\_\_\_\_ Birthdate \_\_\_\_\_

The information supplied for this application is confidential and will be used by the Passaic County Workforce Development Center to determine Workforce Innovation And Opportunity Act (WIOA) eligibility.

I certify that the information provided for this certification is true to the best of my knowledge and that there is no intent to commit fraud. Participants are subject to immediate termination if found to be ineligible after enrollment.

By my signature, I hereby give consent for the above named individual to participate in a WIOA funded program.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

*The Passaic County One-Stop Career Center is a public-private partnership under the auspices of the Passaic County Board of Chosen Freeholders*

**Department of Guidance & Counseling  
 90 Delaware Avenue  
 Paterson, NJ 07503**

TO: Parents/Guardians and Students  
 RE: **Military Access to Students Information**  
 DATE: 2021-2022 School Year

**OPT OUT FORM**

Pursuant to Federal Law, a student's **directory information** may be released to United States Armed Forces recruiters. Student **directory information** includes student's name, address, telephone number, grade level, date, place of birth, date of enrollment; participation in officially recognized activities and sports, awards received, previous school districts attended, the height and weight of members of district athletic teams, and other similarly non-intrusive specific information.

Parents/guardians and students also have the right to OPT OUT or to refrain from having **directory information** released to United States Armed Forces recruiters. If that decision is made, a parent/guardian or student who is 18 years old may sign the form below and have it keep on file at the student's high school. If you do not sign this form, the Paterson Public School District will release **directory information** to military recruiters upon their request. Please check the appropriate space below if you do not want **directory information** released to U.S. Armed Forces recruiters.

**PARENT/GUARDIAN FORM**

I do not give consent for the Paterson Public School District to disclose my child's **directory information** to U.S. Armed Forces recruiters without my prior written permission.

_____	_____	_____
<b>Print Student's Name</b>	<b>Parent/Guardian Signature</b>	<b>Date</b>
_____	_____	
<b>Relationship to Student</b>	<b>Print name of person signing above</b>	

**STUDENT FORM (for students 18 years old and for emancipated students)**

I do not give consent for the Paterson Public School District to disclose my **directory information** to U.S. Armed Forces recruiters without my prior written permission.

_____	_____	_____
<b>Print Student's Name</b>	<b>Student Signature</b>	<b>Date</b>



# PATERSON PUBLIC SCHOOLS

*Preparing All Children for College and Career  
Together We Can*



**Départamento de Orientación y Consejería**  
**90 Delaware Avenue**  
**Paterson, NJ 07503**

A: Padres / Tutores y Estudiantes

**RE: Acceso militar a la Información de los estudiantes**

FECHA: Año escolar 2021-2022

## FORMULARIO DE SALIDA

De conformidad con la Ley Federal, la **Información del directorio** de un estudiante puede divulgarse a los reclutadores de las Fuerzas Armadas de los Estados Unidos.

La **información del directorio** estudiantil incluye el nombre, la dirección, el número de teléfono, el nivel de grado, la fecha, el lugar de nacimiento, la fecha de inscripción, la participación en actividades y deportes oficialmente reconocidos, los premios recibidos, los distritos escolares anteriores a los que asistió, la altura y el peso de los miembros del distrito deportivo, equipos y otra información específica.

Los padres / tutores y los estudiantes también tienen derecho a optar por no participar o abstenerse de divulgar **información del directorio** a los reclutadores de las Fuerzas Armadas de los Estados Unidos. Si se toma esa decisión, un padre / tutor o estudiante de 18 años puede firmar el siguiente formulario y mantenerlo en el archivo de la escuela secundaria del estudiante. Si no firma este formulario, el Distrito de Escuelas Públicas de Paterson divulgará la **información del directorio** a los reclutadores militares que lo soliciten. Marque el espacio apropiado a continuación si no desea que se divulgue la **información del directorio** a los reclutadores de las Fuerzas Armadas de EE. UU.

## FORMULARIO DE PADRE / TUTOR

- No doy mi consentimiento para que el Distrito de Escuelas Públicas de Paterson divulgue los datos de mi hijo **Información de directorio** para reclutadores de las Fuerzas Armadas de EE. UU. sin mi permiso previo por escrito.

\_\_\_\_\_  
Escriba el nombre del estudiante

\_\_\_\_\_  
Firma del padre / tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Relación con el estudiante

\_\_\_\_\_  
Escriba el nombre de la persona que firma arriba

## FORMULARIO DE ESTUDIANTE (para estudiantes de 18 años y para estudiantes emancipados)

- No doy mi consentimiento para que el Distrito de Escuelas Públicas de Paterson divulgue mi **información de directorio** para reclutadores de las Fuerzas Armadas de EE. UU. sin mi permiso previo por escrito.

\_\_\_\_\_  
Escriba el nombre del alumno

\_\_\_\_\_  
Firma del alumno

\_\_\_\_\_  
Fecha

# New Jersey Youth Corps

In order for you to be eligible for this program you need to comply with the following paperwork as soon as possible.

- Withdrawal Form/Letter/Enrollment History from last school attended
- Fill & Sign NJYC Enrollment Application Packet
- Your Social Security card
- Your birth certificate
- Photo ID
- Alien Resident Card or Passport (If applicable)
- Children Birth Certificates (If applicable)
- Immunization Records
- High School Transcripts

If you have any questions please feel free to give us a call at:

(973) 321-0570 – Rosario Sanchez, NJYC Secretary  
(973) 321-0571 – Susan Ronga, NJYC Program Director

## PROJECT ACTIVITY PLAN

**GOAL # 1: To assist youth adults, 16-24, who have dropped out of high school or have a high school diploma with low skill levels, in improving their academic skills, life and employability skill sets with career exploration and job readiness skills.**

<b>Implementation Activity</b>	<b>Person(s) Responsible for Conducting Activity</b>	<b>Documentation</b>
Recruitment	Program Director, secretary	Flyers, One-Stop referrals, high school guidance counselor contacts
Registration	Program Director, secretary	Completed registration packets
Intake and assessment	Program Director, all staff	TABE results, student folders
WIA eligibility certification	WIA intake staff, secretary	WIA documentation
Interview candidates and review basic skills results	Program Director, Counselor, all staff	Interview sheets, counseling notes, education plans
Orientation to program	Program Director, Counselor, all staff	Student handbook
Scheduling	Program Director, counselor	Individual student schedules
Basic skills remediation	Instructors	Academic folder, education plan
Computer instruction	Computer instructor, all staff	Student flash drive with completed tasks/portfolio
Individualized instruction	Instructors	Academic folder, education plan
Weekly staff meetings	Program Director	Agendas
Basic skills evaluation	Instructors	TABE retest results
Staff development training	Principal, Program Director	Sign in sheets, agendas, individual staff development records

PROJECT ACTIVITY PLAN

GOAL # 1: continued

<b>Implementation Activity</b>	<b>Person(s) Responsible for Conducting Activity</b>	<b>Documentation</b>
Scheduling	Program Director, counselor	Master class schedule
Alternative high school diploma instruction	Instructors	Course curriculum
Provide Alternative High School Diploma test preparation class	Instructors	Alternative High School Assessment Practice Test results, quizzes, tests, projects
Class progress evaluations	Instructors	Progress Reports
Awards	Principal, Program Director, counselor	Diploma/Certificate of Completion
Ceremony	Principal, staff	Invitations, program, photograph albums, purchase requisitions
Set up participation of resource agencies	Program Director, counselor	Notes, informal agreements, documentation from agencies
Life skills instruction	Instructors/Transition Coach	Class handouts, final assessment
Pregnancy prevention workshops	Transition Coach and various community resource agencies	Student Folders, Portfolios
Employability skills instruction	Instructors, Transition Coach	Surveys, class handouts, brochures, other printed materials
Character education	Instructors, Transition Coach	Completed applications, initial resumes, portfolios, interviews
Field trips	Program Director, Instructors, Transition Coach, Guidance Counselor	Pre and post surveys, assignments, student folders
Class progress evaluations	Instructors	Field trip documentation and permission slips
Class progress evaluations	Instructors	Progress reports and student folders

## PROJECT ACTIVITY PLAN

GOAL #: 2: To provide young adults with meaningful work experience/occupational skills training.

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation
Survey community organizations for project needs	Program Director, crew leaders, transition coach and counselor	Contacts made to community agencies
Develop community service project plans	Crew leaders	Project Assistance Request Forms
Obtain necessary materials and supplies	Program Director, crew leaders	Memorandums of Agreement Purchase orders
Organize participants into crew and give crew assignments	Program Director, counselor, crew leaders	Interviews, Interest Survey, Crew assignment lists
Distribute work uniforms	Program Director	Purchase orders
Orientation to service projects	Crew leaders	Safety and procedural handouts
Perform service on Tuesdays and Thursdays	Crew leaders	Attendance records/evaluation forms
Monitor progress of project	Crew leaders	Evaluation forms, surveys, letters of recommendation
Supervise participants and maintain records of attendance	Crew leaders	Evaluation forms and attendance records
Staff meetings	Program Director	Agendas
Staff development	Principal, Program Director	Sign in sheets, agendas, individual staff professional development records

## PROJECT ACTIVITY PLAN

### GOAL #: 2: (continued)

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation
Schedule team building activities at Fairview Lake YMCA Camp and/or other locations	Program Director	Successful completion of group tasks
Schedule participants for 80+ hours of community service	Program Director, counselor, crew leaders	Interviews, Interest Surveys, Crew assignment lists
Supervise participants and maintain records of attendance	Crew leaders	Attendance records
Monitor progress of participants	Crew leaders	Work maturity bimonthly evaluations
Staff meetings	Program Director	Agendas
Establish work readiness	Crew leaders, counselor	Final work maturity evaluation forms
Participate in state-wide service projects with fellow Youth Corps Programs	Program Director	Communication with State NJYC headquarters

## PROJECT ACTIVITY PLAN

**GOAL #:** 3: To support youth through mentoring, guidance, and counseling.

<b>Implementation Activity</b>	<b>Person(s) Responsible for Conducting Activity</b>	<b>Documentation</b>
Schedule regular biweekly counseling sessions	Counselor	Counseling notes, appointment log
Maintain community resource file	Counselor, Transition Coach	Resource file
Schedule additional appointments as needed	Counselor	Appointment log, counseling notes
Make referrals to support services as needed	Counselor	Referral forms, counseling notes
Communicate with support service personnel	Counselor	Counseling notes
Schedule guest speakers from support serviced groups	Counselor	Visitor's log, handouts
Provide appropriate feedback at staff meetings	Counselor	Meeting agenda

## PROJECT ACTIVITY PLAN

### GOAL #: 3: (continued)

Implementation Activity	Person(s) Responsible for Conducting Activity	Documentation
Career exploration and self-assessment sessions	Counselor, Transition Coach, Instructors	Interest inventories, O*Net documents, online applications, interviews, resumes, portfolios
Individual career counseling and career research	Counselor, Transition Coach	Career counseling notes, career plan
Update linkages with employers, higher education and training programs	Counselor, Transition Coach	Resource file of programs and contacts, brochures, flyers, One-Stop information
Field trips to employment and training facilities, One-Stop Center	Counselor, Transition Coach	Field trip documentation, permission slips, contacts
Schedule speakers/recruiters from employers, training, and college EOF	Counselor, Transition Coach	Visitor's log, sign in sheets
Staff development	Principal, Program Director	Sign in sheets, agendas, individual staff development records
After-Hours Program Anti-Gang/Anti-Drug activities provided after-school hours for students to stay off the streets in healthy and productive manners	Program Director, all certified staff	After-Hours Log- trips to movie/bowling nights, baseball games, theater, escape room team challenges, etc.



**PROJECT ACTIVITY PLAN**

**GOAL #:** 4: To provide young adults with transition services during and upon completion of the program and services intended to develop the potential of youth as citizens and leaders.

<b>Implementation Activity</b>	<b>Person(s) Responsible for Conducting Activity</b>	<b>Documentation</b>
Update placement network of local businesses and industry	Transition Coach	Resource file
Contact new employers	Transition Coach	Contact information, notes, phone log
Update bulletin board job opening notices with newspaper and website want ad information	Transition Coach	Job postings
Meet with participants seeking jobs	Transition Coach	Student work profile, resumes, portfolios, online applications, notes.
Complete job, training and college applications, financial aide forms, references, update resume	Transition Coach, counselor	Resumes, applications, forms in student folders, portfolios
Review job search strategies and interviewing skills	Transition Coach, Instructors	Employability skills handouts, online applications, common interview questions with appropriate answers
Assist participants in arriving at job interview on time and at work on time	Transition Coach	Transportation schedules, monthly bus and rail pass purchase orders, work clothes and driver training receipts
Maintain job, training, college placement records	Transition Coach, counselor	Student folders, placement log
Staff development	Principal, Program Director	Sign in sheets, agendas, individual staff development records

**PROJECT ACTIVITY PLAN**

**GOAL #: 4: (continued)**

<b>Implementation Activity</b>	<b>Person(s) Responsible for Conducting Activity</b>	<b>Documentation</b>
Provide onsite job coaching support and strategies to keep a job	Transition Coach	Transition database with log of visits
Maintain regular contact with job supervisor to assist in job retention	Transition Coach	Transition database with contact notes
Make follow up contact with participant at scheduled intervals	Transition Coach	Transition database with follow-up records
Schedule appointments to meet with participants as necessary	Transition Coach	Transition database with follow-up records
Schedule peer support group sessions	Transition Coach	Transition database with Agendas, sign in sheets
Maintain job, training, college retention records	Transition Coach, counselor	Student folders, transition database, counselor database

## Student Schedules

	Group 1	Group 2	Group 3	Group 4
<i>Fall 2022</i>				
7:30-8:30		Breakfast Cafe		
8:30-8:55		Sign In- & SELs		
9:00-10:00	Algebra/Geometry:202	Empl. Skills: 213	Science: 210	ESL 8:30-10:40 Ms.Zoeller Room310
10:00-11:00	Empl. Skills: 213	Social Studies: 201	Language Arts: 213	GED Spanish Carranza Rm 302
11:00-12:00	Science: 210	Language Arts: 203	Algebra/Geometry: 202	
12:00-12:40		Lunch		
12:45-1:45	Language Arts: 203	Science: 210	Social Studies: 201	GED Spanish Carranza Rm 302
1:45-2:45	Social Studies: 201	Algebra/Geometry: 202	Empty Skills: T/W:202 Thurs: 210	Language Arts Room 203
2:45-3:15			Tutoring	

Time	Math-McMahon Room # 202	Language Arts-Saleh Room # 203	Science-Relly Room # 210	Social Studies-Labita Room #201	Empl. Skill/Life-Dawson Room # 213	Life/SEL/ISS-Vera M Room #211 Social Worker	Bilingual NLYC
<b>Breakfast</b>							
7:30-8:30	Sign-In & SELs (Social and Emotional Learning Topics) - Led by All						
8:30-8:55	Sign-In & SELs (Social and Emotional Learning Topics) - Led by All						
P1 9:00-10:00	Group 1-Algebra/Geo	Prep	Group 3-Science	Prep	Emply Skills Group 2	Student Counseling / Reporting	ESL/Emply. Skills 8:30-10:40 Ms. Zoeller Rm. 310
P2 10:00-11:00	Coffe Club w/ Ms. Ronga	Group 3-Language Arts	Prep	Group 2-Social Studies	Emp Skills Group 1	Student Counseling / Reporting	
P3 11:00-12:00	Group 3 Algebra/Geo	Group 2-Language Arts	Group 1-Science	ISS Updates/Reports	ISS Updates/Reports Speakers	Student Meets/Reports ISS with Ms. Labita/Cashaw	GED Spanish Ms. Carranza Rm. 302
P4 12:00-12:40	Lunch						
P5 12:40-1:40	Prep	Group 1-Language Arts	Group 2-Science	Group 3-Social Studies	Prep	Lunch 12:30-1:10	12:40-1:35 Carranza Rm 302 GED Spanish
P6 1:40-2:40	Group 2-Algebra/Geo	Group 3-Language Arts Bilingual	T/W Bilingual Credit Recovery-Science Th-Glowforge	Group 1-Social Studies	Gr 3-Employability Skills	Prep /Reporting	Language Arts Ms. Saleh Rm. 203
2:40-3:15	Meetings/Tutoring						

**Breakfast Coverage in Cafe**  
 Mondays: Randa/Ken  
 Tuesdays: Erica/Kristine  
 Wednesdays: Mike/Vera  
 Thursdays: Sue  
 Fridays: All

**Staff Meetings**  
 Mondays: CS Reviews/Reflection Forms  
 Tuesdays: Climate/Culture  
 Wednesdays: Staff Meets  
 Thursdays: CFTs  
 Fridays: CS Reviews of Forms

**Early Dismissal**  
 Per 1: 8:55-9:25  
 Per 2: 9:30-10:00  
 Per 3: 10:05-10:35  
 Per 4: 10:40-11:20 lunch  
 Per 5: 11:25-11:55  
 Per 6: 12:00-12:30

**ISS Updates together, Tues.**  
 11am One Stop Meets Thurs  
 Report Updates: Wed.

**Hall Duty Between:**  
 Period 1 & 2: Randa  
 Period 2 & 3: Ken  
 Period 4 & 5: Kristine  
 Period 5 & 6: Mike

**Summer Schedule 2022**  
**Period Summer 2021**

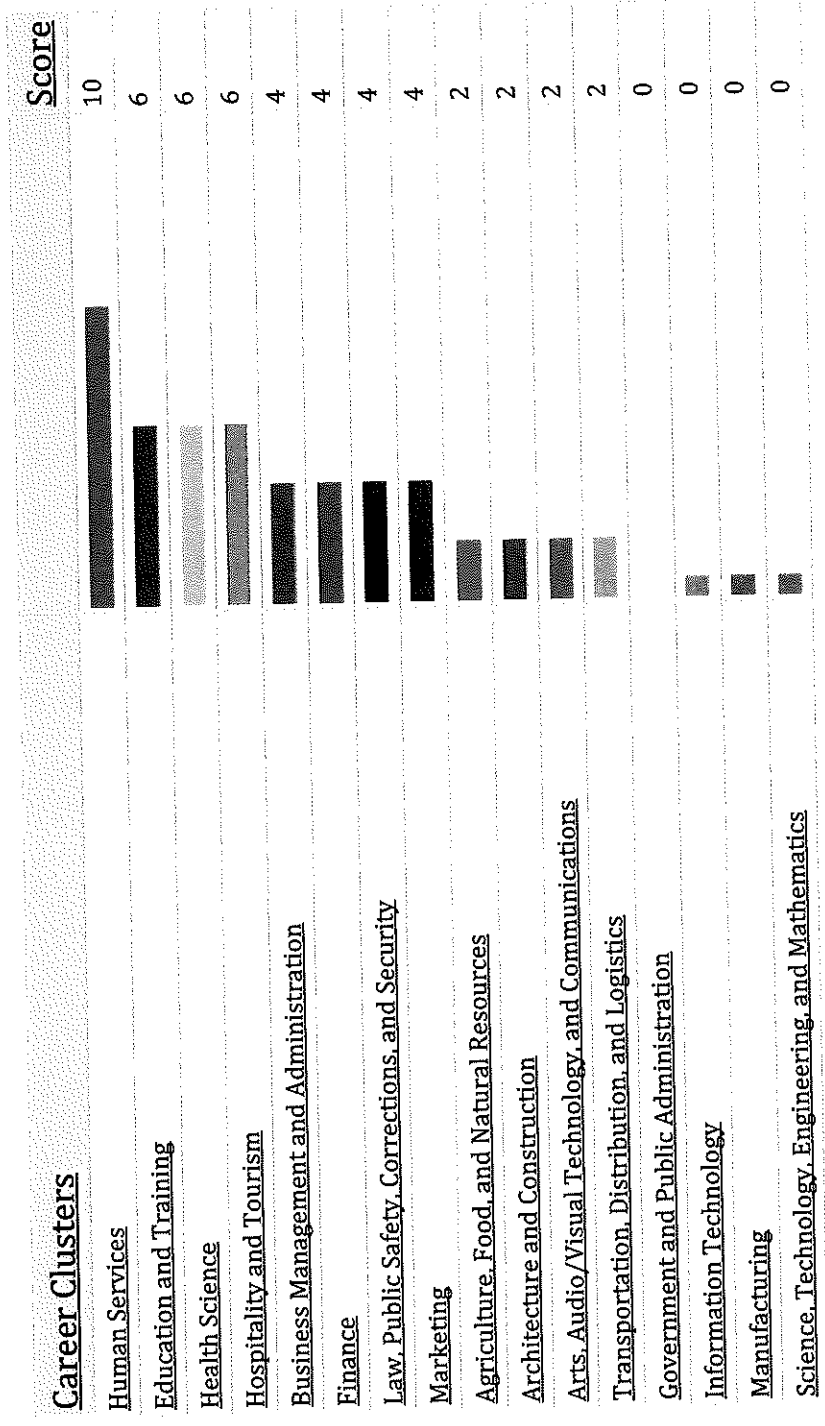
- 8:15-9:30
- 9:30-10:00
- 10:00-11:00
- 11:00-11:40
- 11:45-12:45
- 12:45-1:00

Period	July 5-8	July 11-13	July 16-18	July 21-23	July 26-28	July 31-Aug 2	Aug 5-7	Aug 10-12	Aug 15-17	Aug 20-22	Aug 25-27	Aug 30-Sept 1
0	Math-McMahon, Math Room # 20	Language Arts-Saleh/Rob	Science: Mr. Rolly/Room 18	Casey/Room 2	Mr. Miska/Room 211							
1	Group 1: Room 202 Math	Group 2: Room 203 Math	Group 3: Room 210 Ed	Group 4: Room 211 Ed	Group 5: Room 212 Ed	Group 6: Room 213 Ed	Group 7: Room 214 Ed	Group 8: Room 215 Ed	Group 9: Room 216 Ed	Group 10: Room 217 Ed	Group 11: Room 218 Ed	Group 12: Room 219 Ed
2	Group 1: Room 202 USA	Group 2: Room 203 USA	Group 3: Room 210 USA	Group 4: Room 211 USA	Group 5: Room 212 USA	Group 6: Room 213 USA	Group 7: Room 214 USA	Group 8: Room 215 USA	Group 9: Room 216 USA	Group 10: Room 217 USA	Group 11: Room 218 USA	Group 12: Room 219 USA
3	Group 1: Room 202 Math	Group 2: Room 203 Math	Group 3: Room 210 Ed	Group 4: Room 211 Ed	Group 5: Room 212 Ed	Group 6: Room 213 Ed	Group 7: Room 214 Ed	Group 8: Room 215 Ed	Group 9: Room 216 Ed	Group 10: Room 217 Ed	Group 11: Room 218 Ed	Group 12: Room 219 Ed
4	Group 1: Room 202 USA	Group 2: Room 203 USA	Group 3: Room 210 USA	Group 4: Room 211 USA	Group 5: Room 212 USA	Group 6: Room 213 USA	Group 7: Room 214 USA	Group 8: Room 215 USA	Group 9: Room 216 USA	Group 10: Room 217 USA	Group 11: Room 218 USA	Group 12: Room 219 USA
5	Group 1: Room 202 Math	Group 2: Room 203 Math	Group 3: Room 210 Ed	Group 4: Room 211 Ed	Group 5: Room 212 Ed	Group 6: Room 213 Ed	Group 7: Room 214 Ed	Group 8: Room 215 Ed	Group 9: Room 216 Ed	Group 10: Room 217 Ed	Group 11: Room 218 Ed	Group 12: Room 219 Ed

Breakfast  
 Lunch Duty  
 Monday/Wednesday/Thursday/Friday: Miller/Son/Sue  
 Tuesday/Thursday/Saturday/Sunday: Miller/Son/Sue  
 Monday: Miska/Rob  
 Tuesday: Randa/Erica/Vera  
 Thursday: Mike/Ken/Randa/Erica/Vera

Team Building  
 Monday: Community Service Meets-all  
 Tuesday: Miska/Rob  
 Wednesday: Randa/Erica/Vera  
 Thursday: Mike/Ken/Randa/Erica/Vera

Extra Help/Tutoring



Madelyn Flores

**NJYC Employability Skills Survey**

When you hear the term Employability skills boot camp what comes to mind?

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During your first few weeks of employability skills "bootcamp" each class explored the following topics. Please explain your experience with at least three topics.

**Establishing the group** (What are the most effective rules for classroom learning?) \_\_\_\_\_

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**The Importance of Appearance** (Why is important to dress appropriately for specific occasions?) \_\_\_\_\_

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**Hygiene** (What are good and bad practices?)

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**Lifestyle** (What are some factors of a healthy? What are consequences of unhealthy lifestyles?)

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**Proper Etiquette and Communication** (What are some of the advantages and disadvantages of communication?)

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Here at Youth Corps we offering the following specialized areas of employability skills

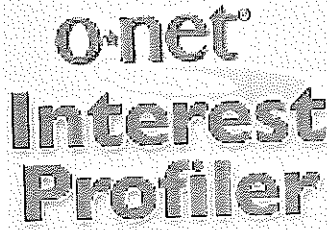
Driver's Education, Resume & Cover Letter Writing, One on One Job Search, Interview Skills





# MY NEXT MOVE

## O\*NET Interest Profiler



[User Agreement](#)  
[Proper Use](#)

Taken the Interest Profiler before?

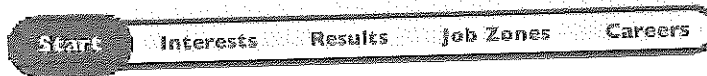
[Enter scores](#)

Welcome to the O\*NET Interest Profiler!

The **O\*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O\*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.



O\*NET Interest Profiler is sponsored by the U.S. Department of Labor,  
Employment & Training Administration,  
and developed by the National Center for O\*NET Development.

STUDENTS

PARENTS

COUNSELORS

## Self-Assessments

Career Planning

Preparing for School

Paying for School

Self-Assessments

What Kind of Student Are You?

What's Your Learning Style?

Which Study Habits Can You Improve?

How Strong Is Your Character?

Questions From Students

My Smart Borrowing



goals that bring long-term satisfaction.

### Find out more about yourself.

Use these interactive self-assessments to discover what you're good at and where you may have room for improvement. Identify the things that interest you and get some ideas about careers to explore.

Based on what you learn about yourself, you can pursue educational and career

#### What Kind of Student Are You?

Rate yourself on your study habits and in-class behaviors to see where you rank as a student.

#### What's Your Learning Style?

Discover your learning style and find out how it influences the way you understand information and solve problems.

#### Which Study Habits Can You Improve?

Start by identifying the strengths and weaknesses in your current study habits.

#### How Strong Is Your Character?

Select the character traits that best define you and get some tips for building stronger character.

### Checklists

College Information

College Application

### Career Activities

College Information

College Application

College

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Link to Us | Get Adobe Reader

PASSAIC COUNTY ONE-STOP CAREER CENTER  
 Passaic County Workforce Development Center  
 New Jersey Youth Corps  
 Individual Development Plan

**I. DEMOGRAPHICS:**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Your Telephone #: \_\_\_\_\_ Email Address: \_\_\_\_\_

**II. EDUCATION:**

Highest Grade Completed \_\_\_\_\_ When \_\_\_\_\_ Where \_\_\_\_\_

# Credits Earned \_\_\_\_\_ Taken HSE- Yes / No HSE Score \_\_\_\_\_ Sections Passed \_\_\_\_\_

Why did you leave school? \_\_\_\_\_

Why are you returning to school? \_\_\_\_\_

Do you face any academic challenges? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, Explain: \_\_\_\_\_

Do you have an IEP (Individual Education Plan) Yes / No

**III. FAMILY:**

Who do you live with? \_\_\_\_\_

Do you have any children? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how many? \_\_\_\_\_

Do you need childcare? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do you have any siblings? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how many? \_\_\_\_\_

Do you pay rent or utilities? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, how much? \_\_\_\_\_

Who can we call in case of an emergency?

NAME	PHONE NUMBER	RELATIONSHIP

**IV. EMPLOYMENT STATUS:**

\_\_\_\_\_ Working FT/PT \_\_\_\_\_ Unemployed \_\_\_\_\_ Seeking Work

**If Employed:**

Name of Company: \_\_\_\_\_

Address: \_\_\_\_\_

Hours/Days: \_\_\_\_\_

Start Date: \_\_\_\_\_ Salary: \_\_\_\_\_

Contact Name and Telephone Number: \_\_\_\_\_

**VI. MEDICAL HISTORY:**

Do you have any disabilities? Yes / No If yes, Explain: \_\_\_\_\_

Are you under a doctor's care for any medications? Yes / No

If yes, Explain: \_\_\_\_\_

Are you taking any medications? Yes/ No

Have you ever been hospitalized for any medical reason? Yes/ No

Are you pregnant? \_\_\_ Yes \_\_\_ No If yes, how many weeks? \_\_\_\_\_ Due Date: \_\_\_\_\_

**VII. MENTAL HEALTH HISTORY:**

Are you under a doctor's care for any mental health reasons? Yes / No

If yes, Explain: \_\_\_\_\_

Medications: \_\_\_\_\_

**VIII. SOCIAL SERVICES:**

Are you receiving any of the following benefits?

\_\_\_\_\_ SNAP (Food Stamps) \_\_\_\_\_ TANF \_\_\_\_\_ GA (General Assistance)

Case Worker's Name: \_\_\_\_\_

**IX. CRIMINAL BACKGROUND:**

Have you ever been arrested? Yes / No If yes, when? \_\_\_\_\_  
Have you ever been convicted of a crime? Yes / No If yes, when? \_\_\_\_\_  
Are you currently on probation? Yes / No Probation Officer Name: \_\_\_\_\_

**X. GOALS:**

What are some of your short-term goals? \_\_\_\_\_  
What are some of your long-term goals? \_\_\_\_\_  
What are some of your personal goals? \_\_\_\_\_  
What are some of your interests/hobbies? \_\_\_\_\_

**XI. SKILLS & ABILITIES:**

**Occupational Skills: Check all knowledge, skills, and abilities that apply:**

**Knowledge:** \_\_\_ Science \_\_\_ Technology \_\_\_ Math \_\_\_ English \_\_\_ Social Studies \_\_\_ Music (Dance/Performance)  
\_\_\_ Fine Arts Health/Nutrition \_\_\_ Team Sports \_\_\_ Individual Sports \_\_\_ Other  
(Please Specify): \_\_\_\_\_

**Skills:** Do you speak more than 1 Language? Yes / No If yes, what language(s) \_\_\_\_\_

Computer Skills: Hardware Software: \_\_\_\_\_  
\_\_\_ Work well with hands \_\_\_ Work with Tools/Building trades \_\_\_ Other (Please Specify): \_\_\_\_\_

**Abilities:** Interpersonal: \_\_\_ Work well alone \_\_\_ Work well with others \_\_\_ Both \_\_\_ Don't know/never worked

Job Skills: \_\_\_\_\_

Summary of Occupational Skills: Strengths and Weaknesses: \_\_\_\_\_

Have you ever done volunteer work? \_\_\_ Yes \_\_\_ No If yes, where? \_\_\_\_\_

Are you interested in college or trade school? \_\_\_\_\_

**XII. MISCELLANEOUS:**

Do you have a driver's license or permit? \_\_\_ Yes \_\_\_ No

Tell us a little bit about yourself? (3 sentences)

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What school did you choose and why?

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What are your educational and career goals?

**XIII. SUPPORTIVE SERVICES NEEDED: (Check all that apply)**

Transportation

Child/Dependent Care

Needs-Based Payments

Housing

Clothing

Individual/Personalized Assistance

Other (Please Specify): \_\_\_\_\_



Paterson Public Schools  
New Jersey Youth Corps  
Progress Report

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

Demonstrates outstanding effort  
Is a conscientious student  
Works independently  
Plans and organizes well  
Respects fellow students  
Demonstrates courtesy  
Performs to the best of student's ability  
Exhibits working knowledge of subject  
Contact teacher for conference 321-0570

Needs to complete homework assigned  
Needs to complete tasks on time  
Needs to improve study skills  
Needs to improve attendance  
Needs to report to class on time  
Needs to improve class participation  
Needs to improve class attention  
Requires before/after school assistance  
Unsatisfactory quiz/test performance

Comments: \_\_\_\_\_



Teacher

Susan Ronga  
Coordinator



# New Jersey Youth Corps

## Community Service Evaluation Form

Name \_\_\_\_\_

Date: \_\_\_\_\_

**Rating Scale:**

1- Outstanding   2- Very Good   3- Effective   4- Marginal   5- Unacceptable

Please use the Performance Rating Scale to evaluate the Student's performance in the following areas. Use the space provided for additional comments.	Rating
<b>Section I – Performance Areas</b>	
<b>INSTRUCTIONS</b> - Follows instructions and performs tasks with minimal supervision.	
<b>QUALITY</b> - Accurately and thoroughly completes assignments. Work is neat and conforms to organizational standards.	
<b>PLANNING</b> - Establishes realistic goals. Organizes and prioritizes assignments. Manages multiple priorities.	
<b>COMMUNICATIONS</b> - Expresses ideas effectively. Listens. Demonstrates positive interpersonal skills.	
<b>TEAMWORK</b> - Interacts effectively with others. Expresses understanding and respect for others.	
<b>ATTENDANCE</b> - Is punctual for work, meetings and appointments.	
<b>Section II: Developmental Areas</b>	
<b>PROFESSIONALISM</b> - Exhibits self awareness, self-confidence and maturity. Projects a professional image.	
<b>INITIATIVE</b> - Exhibits self motivation. Recognizes tasks within his/her realm of responsibility and assumes ownership.	
<b>JUDGMENT</b> - Solves problems and makes appropriate decisions.	
<b>ATTITUDE</b> - Exhibits a willingness to learn. Is receptive to feedback and guidance.	
<b>DEPENDABILITY</b> - Is reliable and follows through on assignments.	
<b>OVERALL PREPARATION</b> - Was adequately prepared to function in this assignment, including professional preparation and computer skills if necessary.	
<b>Additional comments:</b>     	

# New Jersey Youth Corps Community Service Evaluation Form

Student Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

Community Service Agency Name: \_\_\_\_\_

Address/Phone Number:  
\_\_\_\_\_

Projected Schedule: Tuesdays and Thursdays, 8:30am – 2:00pm

Description of duties and responsibilities:  
\_\_\_\_\_

### Section III. Summary Evaluation

A. Did the student satisfactorily complete this assignment? \_\_\_\_\_

B. Please identify strengths /qualities that contributed to the student's performance. \_\_\_\_\_

C. Please identify developmental areas that need improvement. \_\_\_\_\_

D. Please comment on the student's overall performance. \_\_\_\_\_

### OVERALL EVALUATION - PLEASE CHECK ONE:

\_\_\_\_ Outstanding    \_\_\_\_ Very Good    \_\_\_\_ Effective    \_\_\_\_ Marginal    \_\_\_\_ Unacceptable

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Transition Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Note: Once registered, students may not change from this work site unless otherwise authorized by the Crew Leader and NJYC Program Director.*

## **VERA MIRASHI**

Morristown, NJ 07960

Cell (908) 500-0844 Email: [veraespo@yahoo.com](mailto:veraespo@yahoo.com)

### **OBJECTIVE:**

To acquire a Guidance Counselor position in primary or secondary education and use strengths in educational guidance and support for students, as well as counseling in a diverse and dynamic academic environment.

### **EDUCATION AND CERTIFICATIONS**

- MA in Counseling Psychology, Alfred University, Alfred, NY, 2010
- Post Graduate Certificate, Special Education, Saint Rose College, Brooklyn, NY 2011
- BA, Primary and Secondary Education, Social Studies, 1995
- Advanced Certificate in Mental Health Counseling, Alfred University, Alfred, NY, 2016
- Applied Behavior Analysis (ABA) Technician Certificate, 2020

### **SECONDARY CERTIFICATIONS:**

- Dignity for all Students Act Harassment and Bullying Certificate 2013
- Valid Pupil Personal Service Certificate 2010
- Domestic Violence Certificate 2010
- Child Abuse Certificate 2010

### **SUBSTITUTE TEACHER MORIS SCHOOL DISTRICT**

Morris School District 2020-Present

- Developed lesson plans in accordance with plans left by the previous teacher
- Remained available for long term substitution needs in various classrooms
- Provided instruction in various core subjects including iterating and helping students with
- Recorded student grades and provided feedback

### **ELEMENTARY SCHOOL COUNSELOR:**

Essex County Regional Education Services

*Fairfield, NJ 2014—2019*

- Facilitated individual and group counseling for students K—6<sup>th</sup> grade .Conducted Anti-bullying groups and in class presentations .
- Supported group services for individuals with special needs teaching social and life skills
- Completed assessments, referrals, and counseling with students and families in conjunction with the community services
- Modified lesson plans and created special curriculum for students with IEP and 504 plans
- Interviewed students, parents, teachers and administrators to obtain for assessment and developed and implemented individual treatment plan.
- Provided leadership and calming presence during crisis and consulted appropriate resources as needed.

### **MENTAL HEALTH CLINICIAN**

Overlook Medical Center

*Summit, NJ 2017—2019*

- Completed face-to-face assessment of clients experiencing a psychiatric emergency to determine level of service require Complete initial assessments and all necessary documentation pertaining to client care

XXX-XX-7383  
Tr# 623597

# The State of New Jersey

Cert# 796519

Department of Education  
State Board of Examiners

Standard Certificate

*This is to certify that*

Issued Expires  
10/10

County District  
00 0000

VERA MIRASHI

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

School Counselor

Rochelle R. Hendricks  
Acting Commissioner

Robert R. Higgins  
Secretary, Board of Examiners

# Erica P. Crenshaw

(973) 563-5639

[Ericapdawson@yahoo.com](mailto:Ericapdawson@yahoo.com)

---

**Objective:** To obtain a position within the Paterson Public School district utilizing course teaching strategies and organizational skills in order to achieve academic success.

---

## AREAS OF EXPERTISE:

\*Lesson Planning

\*Curriculum Development

\*Curriculum Coordination

## CHARACTER TRAITS:

\*Adaptable

\*Creative

\*Approachable

---

## EDUCATION:

Concordia University Portland  
Master of Education  
Concentration: Educational Leadership

Portland, Oregon  
Graduation: Dec 2014

William Paterson University  
Bachelors of Arts, English  
Concentration: Literature

Wayne, New Jersey  
Graduation: May 2010

William Paterson University  
Secondary English **K-12 Subject Field Certification**

Wayne, New Jersey  
Graduation: May 2010

## CERTIFICATIONS:

CPR/First Aid/AED Red Cross Instructor 2015  
Preparing Students for High School Equivalency (HSE) Using the CCSS 2013

Fairfield, New Jersey  
New York City, New York

## AWARDS:

- Heart of Hannah Timeless Woman Award (2014)
- William Paterson University Outstanding Senior Runner- Up (2010)
- Educational Opportunity Fund Program Outstanding Leadership (2010)
- Full scholarship for the Paterson Teachers for Tomorrow Program (2004)
- National Association for the Advancement of Colored People (NAACP) outstanding participation award (2006)

---

## TEACHING EXPERIENCE:

**New Jersey Youth Corps Transitional Coach**  
Paterson & Adult Continuing Education (P.A.C.E.)

Paterson, New Jersey  
September 2014- Present

- Assist with college referral services, job placement, personal portfolio development, follow-up, and transitioning to further training or service programs.
- Supervise Pregnancy Prevention program
- Recruit and schedule Guest educational and motivational speakers
- Responsible for Employability Skills curriculum development, implementation, assessment, and evaluation
- Develop work experience opportunities for corps members by maintaining liaisons with community businesses and organizations;
- Plan field trips
- Provide information and/or direction to students; and promoting programs with staff and parents.
- Cars for Corps (coordinating driving lessons for students with permits)
- Responsible for creating, maintaining, and reporting state agency records

Congratulations!

The New Jersey State Board of Examiners has authorized issuance of this certificate that permits you to serve as a professional educator in the public schools of New Jersey.

Pursuant to N.J.S.A. 18A:26-2, any person employed as a teaching staff member by a district board of education or a charter school board of trustees shall hold a valid and appropriate certificate. N.J.A.C. 6A:9-5.2(b) requires a newly employed or reassigned teaching staff member to exhibit an appropriate certificate prior to assuming any duties of the new position. Therefore, it is important that you safeguard this certificate.

Please note that it is a violation of N.J.S.A. 18A:26-2 to accept employment under a certificate that you know was printed or issued erroneously. If there are any errors associated with this certificate, please return the original certificate with a brief cover letter to the New Jersey Department of Education, PO Box 500, Trenton, NJ 08625-0500.

Best wishes to you in your endeavors to enhance the academic achievement of New Jersey's children.

WARNING: THIS DOCUMENT CONTAINS MULTIPLE SECURITY FEATURES INCLUDING A CHAIN-LINK WATERMARK.

XXX-XX-2263  
Tr# 622232

Cert# 784923

# The State of New Jersey

Department of Education  
State Board of Examiners

## Certificate of Eligibility with Advanced Standing

*This is to certify that*

Issued Expires  
07/10

Erica P Dawson

County District  
69 0000

Has completed an approved college teacher preparation program and is eligible to seek employment in positions requiring the Provisional Certificate in the area(s) listed below. The Provisional Certificate will be issued contingent upon evidence of employment in a district that agrees to provide an approved induction program, including required job support and performance evaluation.

Teacher of English

Bret Schundler  
Commissioner of Education

Robert R. Higgins  
Secretary, Board of Examiners

# Kenneth Reilly

224 Rock Road, Hawthorne, New Jersey 07506  
☎:201-893-5994 ✉:nek619@yahoo.com

---

## OBJECTIVE

To better facilitate student learning in the areas of science and health and develop teaching strategies and techniques to improve overall effectiveness to achieve the NJ (CCCS).

## EDUCATION

06/2001

State of New Jersey Teacher Certification – Elementary K-8

06/1983

Seton Hall University, South Orange, NJ  
Bachelor of Science Major: Biology

## TEACHING EXPERIENCE

09/2000-Present  
Paterson Public Schools  
Adult Education  
New Jersey Youth Corps

- Developed and implemented daily and unit lesson plans for grade 9-12 students, administered tests and evaluations, and analyzed student performance.
- Conducted group/individual health and science activities.
- Fostered a classroom environment conducive to learning and promoted excellent student/teacher interaction.
- Participated in faculty and parent conferences.
- CDL licensed to drive students to community service sites
- Community Service Project Supervisor

09/2000-Present  
Paterson Public Schools  
Adult Education  
G.E.D. Evening Program

- Instructor - General Equivalency Diploma (GED) Program
- Developed and implemented daily and unit lesson plans, administered tests and evaluations, and analyzed student performance for adults wishing to pass the G.E.D. Tests

1998-2000  
Housing Coalition of Paterson  
Paterson, New Jersey

- Youth Build Instructor- Construction  
A program for young adults between the ages of 16 and 24 seek out Great Falls YouthBuild for a second chance to turn their lives around. YouthBuild is an intensive, 10 month program in which young adults who never completed high school study to obtain their GED or high school diploma, build affordable housing, and develop the leadership- and life- skills necessary for living a successful and productive life.

1986-Present  
K-Home Improvement

- Owner and Operator /Contractor

## PROFESSIONAL AFFILIATION

- Paterson Education Association (PEA)
- New Jersey Education Association (NJEA)
- National Education Association (NEA)

## PROFESSIONAL DEVELOPMENT

Paterson Public School District 10/08

Technology Enhanced Learning – Computer Management

Paterson Public School District 11/08

Engaging disengaged youth

Paterson Public School District 11/08

An introduction to social, emotional and character development

Paterson Public School District 2/09

Data analysis of performance reports

## AWARDS

Teacher of the Year - 2004

## REFERENCES

Available upon request

151-66-1309

00330758

The State of New Jersey



Department of Education  
State Board of Examiners

Standard Certificate

Issued Expires  
06/01

*This is to certify that*  
KENNETH REILLY

County District  
00

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

ELEMENTARY SCHOOL TEACHER



Michael McMahon  
9 Albert Street  
Pompton Plains, NJ 07444

## **EDUCATION**

Rutgers University, New Brunswick, NJ

Bachelor of Arts, August 1998

Major: History

Minor: Political science

Activities: Rutgers College Program Council: Lecture series Coordinator

Bergen Community College, Paramus, NJ

Associate of Science, May 1995

Major: Business Administration

Honors: Phi Theta Kappa: The International Honor Society of Two Year Colleges

Presidents list: Achieved Honors every semester

## **EXPERIENCE**

New Jersey Youth Corps, Paterson Adult School

Social Studies Teacher

September 2003- Present

Currently teaching United States and world history to high school students.

Borough of Bogota

Borough of Administrator

March 2000- September 2003

Responsible for the day-to-day operation of a municipal government located in Bergen County, New Jersey. Duties include overseeing all borough departments, financial matters including the implementation and monitoring of a yearly budget, personnel matters, constituent complaints, and reporting to the Mayor and Council.

AFC Partners

Traders Assistant

September 1998-March 2000

Responsible for taking buy and sell orders on the floor of the New York Stock Exchange.

## **OBJECTIVE**

To obtain a summer position with New Jersey Youth Corps

060-58-0054

00427191

The State of  New Jersey

Department of Education  
State Board of Examiners

Provisional Certificate

*This is to certify that*

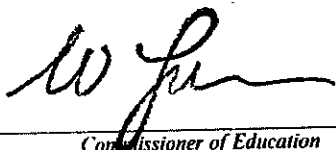
Issued Expires  
12/03 07/04

MICHAEL G MCMAHON

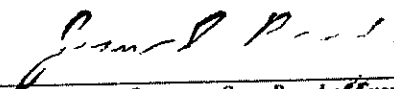
County District  
31 4010

Has met all of the requirements for provisional employment established by the State Board of Education and is authorized to serve in the following area(s):

TEACHER OF SOCIAL STUDIES



Commissioner of Education



Secretary, State Board of Examiners

The State of  New Jersey

Department of Education  
State Board of Examiners

Standard Certificate


Issued Expires  
07/04

*This is to certify that*  
MICHAEL G MCMAHON

County District  
00 0000

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

Elementary School Teacher

  
\_\_\_\_\_  
Commissioner of Education

  
\_\_\_\_\_  
Secretary, State Board of Examiners

# SUSAN RONGA

744 WYCKOFF AVENUE, WYCKOFF, NEW JERSEY 07481

PHONE 201-848-1461

E-MAIL SRONGA@PATERSON.K12.NJ.US

## OBJECTIVE

To obtain the Grant Program Director position where I may utilize my grant skills, knowledge and experience to improve the efficiency of grant fund appropriations, fiscal reporting and program success.

## EDUCATION

2004 - 2006 Fairleigh Dickinson University  
Jersey

Teaneck, New

### *Master in Educational Leadership*

- Principal Certification
- Supervisor Certification

1988 – 1992 Fairleigh Dickinson University Teaneck, New Jersey

Master in the Art of Teaching

1978 – 1982 Rowan College

Glassboro, New

Jersey

### *Bachelor of Science in Business Administration*

## NEW JERSEY TEACHING CERTIFICATIONS

- Principal Certificate
- Supervisor Certificate
- Elementary Education
- Business Education
- Marketing Education
- English as a Second Language
- 

## TEACHING EXPERIENCE

### *Paterson Public Schools*

1998- present

Paterson,

New Jersey

Silk City 2000 Academy, Teacher Assistant to the Principal 1998-2008

Grant Program Director 2009-present

New Jersey Youth Corps & Paterson Adult School

2008-present

Business/Technology Lead Teacher 1998-2008

Microsoft and Business Courses

### *Corpus Christi School*

K – 8 Mathematics Supervisor 1992 – 1998R

Hasbrouck Heights, New Jersey

## COMPUTER CERTIFICATIONS

- Microsoft Word Specialist
- Microsoft PowerPoint Specialist
- Microsoft Access Specialist
- Microsoft Excel Specialist

## COMPUTER EXPERIENCE

Fusion - Pathfinder

Microsoft Word

Microsoft Excel

Microsoft PowerPoint

XXX-XX-4032  
325380

# The State of New Jersey

635860

Department of Education  
State Board of Examiners

Certificate of Eligibility

*This is to certify that*

Issued Expires  
03/07

SUSAN B RONGA

County District  
55 0000

Has completed certain requirements for certification and is eligible to seek employment in positions requiring the Provisional Certificate in the area(s) listed below. The Provisional Certificate will be issued contingent upon evidence of employment in a district that agrees to provide an approved induction program, including required job support, performance evaluation and professional coursework.

Principal

Lucille E. Davy  
Commissioner of Education

Robert R. Higgins  
Acting Secretary, Board of Examiners

153-52-4032

# The State of New Jersey

584808

Department of Education  
State Board of Examiners  
Standard Certificate

Issued Expires  
10/05

*This is to certify that*  
SUSAN B RONGA

County District  
31 0000

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

Supervisor

Lucille E. Davy  
Acting Commissioner of Education

Robert R. Higgins  
Acting Secretary, Board of Examiners

The State of  New Jersey

Department of Education  
State Board of Examiners

Standard Certificate

*This is to certify that*

Issued Expires  
09/93

SUSAN R RONGA

County District  
00

Has met all of the requirements established by the State Board of Education and is authorized to serve in the public schools of New Jersey as indicated below:

TEACHER OF GENERAL BUSINESS STUDIES

  
Commissioner of Education

  
Secretary, State Board of Examiners

# RANDA SALEH

55 NEWARK POMPTON TPKE.  
RIVERDALE, NJ 07457

973.341.0714  
RANDASALEH7@GMAIL.COM

## EDUCATION

Montclair State University, Upper Montclair, NJ 07043  
The College of Humanities and Social Science  
Bachelor of Arts, English  
Minors: Film and Latin American and Latino Studies

Sept 2005 – Jan 2010  
GPA 3.426

University of Jordan, Amman, Jordan  
Study-abroad Summer Program in Arabic Language

June 2010 – Aug 2010  
6 credits / A average

## WORK EXPERIENCE

Al-Hikmah Elementary School, *Reading Interventionist*  
Prospect Park, NJ

Oct 2014 – Present

- Attended Wilson Foundations professional workshops (Levels K&1 and Level 2) and learned procedures for curriculum activities as well as skills and tools needed to help students become fluent independent readers
- Assessed students from first through fifth grade using DIBLES Next assessments and have taken inventories of student reading habits and abilities.
- Engage groups of 2-6 struggling readers and utilize Wilson Foundations and guided reading activities
- Dialogued and coordinated with educators and staff members regarding program implementation and set the stage for future conversations on strategies for student improvement

Artistic Academy, *Admissions Coordinator*  
Morris Plains, NJ

Jan 2014 – July 2014

- Analyzed weekly reports of student attendance and proceeded in accordance to their programs' requirements
- Data entry of student hours and reconciled discrepancies with records
- Processed all State Board of Cosmetology applications (registrations, permit, examination, leave of absence, schedule changes)
- Maintained and organized academic files in accordance to NACCAS, State Board, and U.S. Department of Ed.
- Focused on multiple tasks while also communicating clearly and assisting students in understanding proper procedures, reiterating the Academy's and Board of Cosmetology's policies, guiding them through the completion of the program, and continuing to dialogue with past graduates over licensure and employment
- Wrote and distributed memo's as dictated by the Academy's Director
- Input student information and updated consistently with the Academy's software program, FAME, to reflect any changes in attendance status, job placement, and registration information

Eye Level, *Assistant Director*  
Paramus, NJ

July 2013 – Nov 2013

- Managed the overall flow of the center including diagnostic testing, session scheduling, student instruction, monitoring of their progress, booklet preparation, and other related tasks
- Increased student enrollment through strategic marketing program in niche communities
- Coordinated and attended numerous initiatives to market the learning center and create brand awareness
- Communicated with current and inquiring parents on a daily basis and enrolled new students
- Created a student incentive system utilizing Eye Level Dollars, duct-tape wallets, and a rubric for student achievement
- Assisted in lesson planning for students and communicated with staff in regards to student needs
- Held staff meetings with instructors and guided them in understanding their role as well as their approach in aiding student learning and self-direction
- Served as an example for other franchisees and answered questions through their visits, emails, or calls.



Tracking Number:	675551	Birth Date:	26 APR
SSN:	140-90-4969	Email:	RANDASALEH7@GMAIL.COM
Name:	Saleh, Randa	Phone Number:	973-341-0714

**List of all the Certificate(s) issued by NJ Dept. Of Education as of Tue  
06/16/2015 at 03:25:10 PM EDT**

Seq #	Certificate Type	Endorsement	County code	District code
	Basis code	Month/Year Issued (MM/YYYY)	Month/Year Expiration (MM/YYYY)	Certificate ID
1	CE 9 - Eligibility for the Provisional Teacher Program Alternate Route.	1410 - Teacher of English 05/2015	00 - BY APPLICANT	0000 - Unknown 985247

**\* For additional information about certification, please contact the Office of Certification and Induction at:**

**New Jersey Department of Education  
P.O. Box 500  
Trenton, NJ 08625-0500  
or  
call us: (609) 292-2070  
or  
Email us: [Licensing.Requests@doe.state.nj.us](mailto:Licensing.Requests@doe.state.nj.us)**

# KRISTINE LABITA

Hawthorne, NJ 07506 • (309) 350-5714 • [klabita9@gmail.com](mailto:klabita9@gmail.com)

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## EDUCATION

**Thomas Edison State College**  
**Bachelor of Science: History**

**Trenton, NJ**

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## PROFESSIONAL EXPERIENCE

**Passaic County Workforce Development Center**  
**NJ**

**Paterson,**

*Youth Coordinator*  
*Youth Counselor*  
*2020*

*March 2020- Present*  
*March 2017-March*

- Manage the youth department to ensure that services are correctly allocated to over 300 individuals aged 16-24.
- Coordinate and Manage the Career Pathways Youth Program.
- Establish meaningful work experience for youth, age 16 to 24, in public agencies and private non-profit agencies to build their resumes and provide them with job-ready skills and credentials in diverse trades.
- Manage a team of 10 individuals and coordinate programs that promote workforce readiness skills for at-risk youth in Passaic County.
- Provide training for unemployed, unskilled, and displaced individuals resulting in 150-200 receiving skills training and obtaining jobs where they can effectively operate in the workplace.
- Oversee contracts and agreements between the school district, external organizations, and Passaic County One- Stop.
- Give presentations to local High Schools, community centers, and other youth-based programs on the services offered at the Passaic County One Stop.
- Provide one-on-one career guidance and counseling to youth enrolled in Passaic County Workforce Development programs.
- Coordinate youth High School Equivalency programs at four separate locations.
- Identify and enroll at-risk youth between the ages of 16 and 24 years old into High School Equivalency programs.
- Manage contracts with outside vendors and provide reports on services provided.

**Global Emergency Response and Assistance (G.E.R.A.)**  
*Member*

**Passaic County, NJ**  
*January 2016- Present*

- Member of a nonprofit organization which provides humanitarian relief and assists refugees with their adaptation and integration processes.
- Contribute to GERA's advocacy efforts, including organizing meetings with elected U.S officials to contribute to the discussion on the future of the United States refugee program and on the importance of enacting policies that are socially and economically responsible while still respecting the human rights and dignity of refugees.
- Coordinate community engagement programs and worked with translators, lawyers, and government officials to provide relief assistance to 50 refugee families, including 200 children, ensuring access to education and employment.
- Assisted in creating an ESL program that equipped over 150 refugees with job-ready English skills.

# Thomas A. Edison State College

Crenton, New Jersey

The Board of Trustees, upon recommendation of the President,

hereby admits

**Kristine Labita**

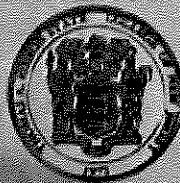
to the degree of

**Bachelor of Arts**

with all of the rights, honors and privileges thereunto appertaining.

In witness whereof, the seal of the College and the signatures of the President and  
the Chair of the Board of Trustees are here unto affixed this  
twelfth day of June, two thousand and fifteen.

  
President



  
Chair, Board of Trustees

# ROSARIO SANCHEZ

rsanchez@paterson.k12.nj.us  
198 Brown Avenue  
Prospect Park, NJ 07508

## OBJECTIVES

To maintain my position as an administrative assistant, this will offer a variety of challenges and responsibilities.

## EDUCATION

*Paterson Adult & Continuing Education*

*April 1998* New Jersey State endorsed High School Diploma

- Annual Secretarial Trainings
  - Computer Training
  - Microsoft 1 and 2, Excel, Power Point, Publisher
  - Customer Service
  - Applitrack Intro, Applitrack Advanced and Applitrack Navigation

## EXPERIENCE

*New Jersey Youth Corps | 151 Ellison Street Paterson, NJ 07505*

*Administrative Assistant July 2000 – to present*

- Responsible for monitoring student's daily attendance
- Responsible in providing information to parents and students
- Ability to execute multiple tasks and projects
- Responsible in creating student database
- Responsible in handling student and part-time staff payroll
- Responsible for generating students certification for Passaic County Workforce Development Center
- Responsible for quarterly reports for Passaic County Workforce Development Center

## SKILLS

- Fluent in the Spanish and English Language
- Excellent interpersonal skills resulting in excellent rapport with people.
- Strong computer skills in the following;
  - Microsoft Word, Excel, Power Point, Publisher
  - Kronos
  - Edumet
  - LACES
  - Alio
- Strong personal motivation with a proven ability to work collaboratively and independently
- Excellent organization skills
- Excellent telephone skills
- Perform duties in a professional manner

## JOB DESCRIPTION

### COUNSELOR

REQUIREMENTS: Bachelors Degree or higher, appropriate NJ State Certification, at least 2 years experience working with 16-21 year old age group

- provides individual personal counseling on a regular basis for understanding and overcoming social and emotional problems that may result in barriers to the successful completion of educational and employment goals
- carefully monitors attendance in order to counsel and encourage dependability
- helps participants grow personally and socially by developing self-knowledge, making effective decisions, developing relationship skills, learning health choices, improving individual learning styles, and resolving conflicts
- identifies and maintains a community resource file
- provides information and referrals to various social services and support agencies, and assists students when appropriate
- assists participants in educational planning by setting and reaching academic goals, developing a positive attitude towards learning, developing an education plan, understanding individual learning styles and recognizing and utilizing academic strengths
- establishes contact and provides referrals to training programs, employment services, post secondary education and the military
- provides information and help for all participants interested in college and sets up tours of local colleges, universities, and training programs
- prepares a career plan in collaboration with each participant on an individual basis
- assist participants in career planning and decision making by developing skills in career decision-making, analyzing the interrelationships of interests and abilities, understanding career stereotypes, exploring careers through shadowing experiences and utilizing the career planning process
- works with participants and their families on completing FAFSA forms and other financial aid forms for college and EOF programs
- maintains accurate counseling notes on each participant

## **JOB DESCRIPTION**

### **CREW LEADER**

**REQUIREMENTS:** Bachelors Degree or higher, at least 2 years experience working with 16-21 year old age group

- identifies and develops meaningful community service projects in collaboration with participants and host agency
- completes and submits Project Assistance Request Forms and host agency Letters of Agreement
- leads small groups of participants on worksites established at community-based organizations and municipal agencies
- ensures the demonstration of proper work maturity skills by the participants at the worksites and writes monthly evaluations for each participant
- monitors participant attendance and punctuality at the worksites
- maintains participant time sheets
- acts as a liaison with the host agency and secures the successful completion of community service projects by the participants of the program
- completes end-of-year community service Project Reports
- drives participants back and forth from the worksites in the program's van

## **JOB DESCRIPTION**

### **INSTRUCTOR**

**REQUIREMENTS:** Bachelors Degree or higher, appropriate NJ State Certification, at least 2 years experience working with 16-21 year old age group

- teaches Adult Basic Education Preparation for General Educational Development and subject courses leading to an Adult High School Diploma
- teaches math, language arts, reading, science, social studies and computer literacy through life skills at all levels in a student-centered, competency-based approach
- develops individualized academic programs for each student based on skill level, interests, and goals
- administers tests to students at established intervals to identify problems and assess progress
- prepares and submits progress reports and final grades in a timely manner
- counsels students on academic progress and evaluates and updates academic programs to meet individuals' needs
- develops new materials for all levels of Basic Skills
- participates in seminars and workshops for staff development
- completes all required reports and documentation consistent with project needs

## **JOB DESCRIPTION**

### **COORDINATOR**

**REQUIREMENTS:** Bachelors Degree or higher, appropriate NJ State Certification, at least 2 years experience working with 16-21 year old age group

- manages and administers all components of comprehensive NJYC Program
- supervises recruitment, intake testing, orientation and placement into appropriate classes as well as all progress testing, HSPA testing, and GED referrals
- reviews high school transcripts and ensures enrollment in a program of study leading to the attainment of a local AHS diploma or state-issued GED diploma
- communicates with Workforce Development Center to ensure that participants complete WIA eligibility screening in a timely manner
- prepares schedule and staff assignments for all components of the program
- approves development of community services projects and reviews Project Assistance Request Forms and Letters of Agreement
- modifies basic skills, life skills, employability skills, and career exploration curricula
- monitors corpmember attendance and follows up on counseling component
- ensures program quality and effectiveness through weekly staff meetings
- establishes and maintains relationships with community based organizations and local government agencies
- represents NJYC at Director's meetings, appropriate Workforce Investment Act and Youth Investment Council committees, and state and national conferences
- maintains a data base and analyzes reports to monitor progress toward program goals
- monitors stipend other expenses and related NJYC fiscal matters
- prepares quarterly and final reports for the State Department of Labor and Workforce Development
- develops budget and responds to all applications for continuation funding



## **JOB DESCRIPTION**

### **SECRETARY**

**REQUIREMENTS:** High school diploma or higher, at least 2 years experience working in an office, strong computer and organizing skills, excellent personal relations skills, ability to maintain confidentiality

- organizes paperwork for registration, waiting list, and orientation (handbook, W2 forms, payroll sheets, schedules)
- performs mailing, filing, copying
- maintains up-to-date database for student records
- keeps attendance for students (book, Fusion, WDC Certification)
- provides information to general public (English and Spanish language)
- types Report Cards and High School Transcripts and keeps them up-to-date
- keeps inventory of supplies, orders replacements and keeps staff supplied
- answer phone and takes messages (English and Spanish language)
- maintains Workforce Development Center timesheets and student status forms
- keeps records of student outcomes
- types progress reports and counseling sheets
- handles AM, lunch time and PM student sign in
- processes all WDC certification paperwork
- organizes student files
- assists supervisor to obtain statistics for quarterly reporting
- schedules appointments for staff

## **JOB DESCRIPTION**

### **TRANSITION COACH**

**REQUIREMENTS:** Bachelors Degree or higher, at least 2 years experience working with 16-21 year old age group

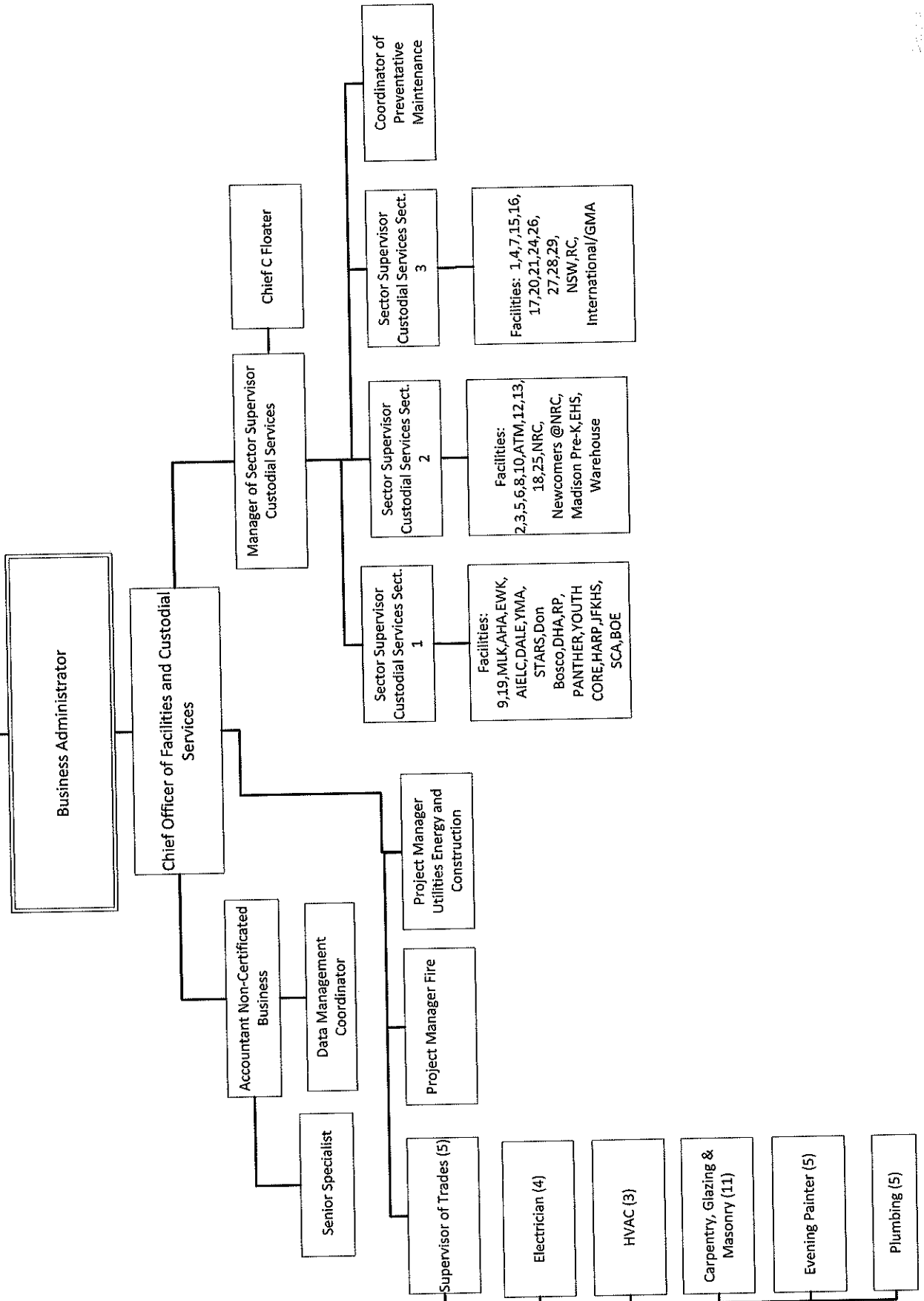
- identifies employers who are willing to hire corpsmembers for available positions or to create new positions and establish an on going relationship through meetings, phone calls, employer advisory networks, etc
- assists in the development of career plans and the design of academic instruction and other training, in conjunction with instructors and counselor, to link corpsmember development to a career path
- assists corpsmembers with setting up job interviews, preparing resumes, following up with job applications and obtaining proper work attire
- creates an employment resource room so corpsmembers may complete applications, develop resumes, search the Internet, and make follow up phone calls related to the job search
- networks with job developers at community agencies in order to share available resources
- arranges to have employers visit program at regular intervals to address corpsmember questions regarding job opportunities
- provides job coaching and follow up with job placed corpsmembers by visiting the job site on a regular basis to discuss and help resolve barriers to on-the-job success
- develops and maintains a job bank, a resource file, and a bulletin board for training and employment opportunities according to the NJYC program requirements
- tracks and maintains employer information and placement information on corpsmembers according to NJYC program requirements
- assists in securing resources to address corpsmember job needs
- represents NJYC at job fairs and employment conferences

**JOB DESCRIPTION**  
**Data Specialist/Job Developer Coach**

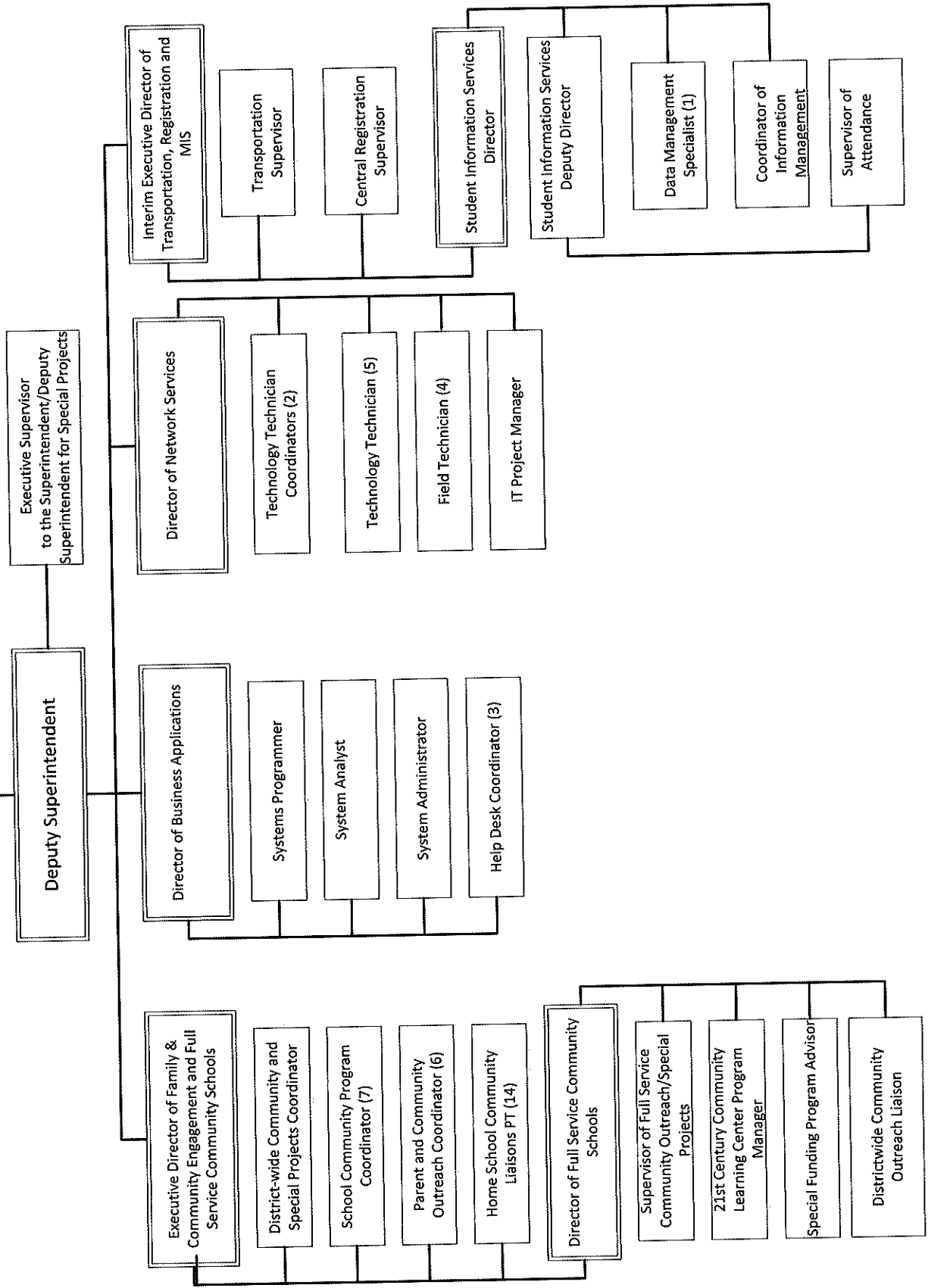
REQUIREMENTS: Bachelor's Degree or higher, at least 4 years' experience working with 16-24-year-old age group

- conducts weekly employability training classes with Corpsmembers
- assists in the follow-up of Corpsmember completers, graduates and those that are on a service break
- assists in the development of career plans and the design of academic instruction and other training, in conjunction with instructors and counselor, to link Corpsmember development to a career path
- enters and regularly updates all data needed for each Corpsmember in the One Stop Database and ISS Form as well as NJDOL's monthly Activity Reports, Quarterly Pregnancy Prevention Reports, and any other data needed for grant purposes
- conducts regular recruitment of Corpsmember at events, local high schools, other arenas
- identifies employers who are willing to hire Corpsmembers for available positions or to create new positions and establish an ongoing relationship through meetings, phone calls, employer advisory networks, etc.
- assists Corpsmembers with setting up job interviews, preparing resumes, following up with job applications and obtaining proper work attire
- arranges to have employers visit program at regular intervals to address Corpsmember questions regarding job opportunities
- provides job coaching and follow up with job placed Corpsmembers by visiting the job site on a regular basis to discuss and help resolve barriers to on-the-job success
- develops and maintains a job bank, a resource file, and a bulletin board for training and employment opportunities according to the NJYC program requirements
- tracks and maintains employer information and placement information on Corpsmembers according to NJYC program requirements
- assists in securing resources to address Corpsmember college and career needs
- represents NJYC at job fairs and employment conferences

# SUPERINTENDENT OF SCHOOLS



# SUPERINTENDENT OF SCHOOLS



# Comprehensive Annual Financial Report

of the

**PATERSON PUBLIC SCHOOLS**  
**Paterson, New Jersey**

**Year Ended June 30, 2021**

**Prepared by**

**Paterson Public Schools**  
**Business Office**



# PATERSON PUBLIC SCHOOLS



Business Services  
90 Delaware Avenue, Paterson, NJ 07503  
Office: (973) 321-0772

Richard Leon Matthews  
School Business Administrator  
Email: rmatthews@paterson.k12.nj.us

Eileen F. Shafer, M.Ed.  
Superintendent of Schools

February 2, 2022

Board President Mr. Kenneth Simmons  
and Honorable Members of the Paterson  
Public School District Board of Education  
90 Delaware Avenue  
Paterson, New Jersey 07503

Dear Commissioner Simmons and Members of the Board:

The Annual Comprehensive Financial Report (ACFR) of the Paterson Public School District (the "District") for the fiscal year ended June 30, 2021, is hereby submitted. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the District. To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the various funds of the District. All disclosures necessary to enable the reader to gain an understanding of the District's financial activities are included.

Government Accounting Standards Board (GASB) requires that management provide a narrative introduction, overview and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. Paterson Public School District's MD&A can be found immediately following the Independent Auditor's Report.

## **SECTION 1 – REPORT FORMAT**

The Annual Comprehensive Financial Report is presented in four sections: Introductory, Financial, Statistical and Single Audit. The purpose of each section of the ACFR is as follows:

- **Introductory Section**—This section includes this transmittal letter, the District's organization chart and a list of principal officials. This section is intended to familiarize the reader with the organization structure of the school district, the nature and scope of the services it provides, and the specifics of its legal operating environment. It is primarily designed for the taxpayer.

- **Financial Section**—This includes the independent auditor’s report, the Management Discussion and Analysis (MD&A), basic financial statements, supplemental information and the combining and individual fund schedules. It is primarily designed for oversight and legislative bodies.
  
- **Statistical Section**—Contains substantial financial information, but presents tables that differ from financial statements in that they present non-accounting data, cover several years, and are designed to reflect social and economic data and financial and fiscal trends, as well as the fiscal capacity of the District. Unless otherwise noted, the information in these schedules is derived from the comprehensive annual financial reports for the relevant years.
  - **Financial Trends J-1 to J-5**  
These schedules contain trend information to help the reader understand how the Paterson Public Schools’ financial performance and well-being have changed over time.
  
  - **Revenue Capacity J-6 to J-9**  
These schedules contain information to help the reader assess the Paterson Public Schools’ most significant local revenue source, the property tax.
  
  - **Debt Capacity J-10 to J-13**  
These schedules present information to help the reader assess the Paterson Public Schools’ current levels of outstanding debt and the government’s ability to issue additional debt in the future.
  
  - **Demographic and Economic Information J-14 and J-15**  
These schedules offer demographic and economic indicators to help the reader understand the environment within which the Paterson Public Schools’ financial activities take place.
  
  - **Operating Information J-16 to J-20**  
These schedules contain service and infrastructure data to help the reader understand how the information in the Paterson Public Schools’ financial report relates to the services the government provides and the activities it performs.



- **Single Audit Section**—The District is required to undergo an annual single audit in conformity with the provisions of the Federal Single Audit Act and applicable US Office of Management and Budget Circulars; and the applicable State of New Jersey OMB Circulars.

Information related to this single audit, including the auditors' report on the internal control structure and compliance with applicable laws, regulations, findings and recommendations, is included in the Single Audit Section of this report.

This section includes independent auditors' reports on compliance and internal control, schedules of the expenditures for federal and state grants, notes to the schedules of expenditures on federal and state grants, schedule of findings and questioned costs, and a summary schedule of prior audit findings.

## **SECTION 2 - PROFILE OF THE GOVERNMENT**

### **Paterson Public School District**

The Paterson Public School District is an independent reporting entity within the criterion adopted by the Governmental Accounting Standards Board as established by GASB 14. All funds and account groups of the District are included in this report. The Paterson Public School District and all of its schools constitute the District's reporting entity. The District is one of three state-operated districts in the state of New Jersey.

The Paterson Public School District is also one of 31 statewide districts that are now referred to as "SDA Districts" based on the requirement for the state to cover all costs for school building and renovation projects under the supervision of the New Jersey Schools Development Authority. The school system has nearly 30,000 students who speak 25 different languages. The school system currently has 54 schools with almost 5,000 full and part-time employees and a 2020-21 budgeted per pupil expenditure of \$18,014.

The District also administers direct special education services for handicapped pupils ranging from pre-school handicapped classes to numerous categories of special services for young adults. The regular educational program includes academic, vocational, remedial, and bilingual services. The District also conducts alternative education programs including an approved adult high school, various programs of evening adult courses, supplemental educational services under the auspices of Every Student Succeeds Act and several summer school offerings.

On August 7, 1991 the Paterson Public Schools became a State Operated School District in accordance with NJSA 18A:7A-34, with full State intervention. The Paterson Public Schools was the second New Jersey school district to be removed from local autonomy. The District remained under state operation during the 2019-20 school year, its twenty-eighth (28th) year of state control. As of January 6, 2021, the District regained local control.

### **Resident Enrollment**

Resident enrollment is defined as, "the number of pupils, other than preschool pupils, post-graduate pupils, and post-secondary vocational pupils who, on the last school day prior to October 16 of the current school year, are residents of the District and are enrolled in:

1. The public schools of the District, excluding evening schools,
2. Another school district, other than a county vocational school district in the same county on a full-time basis, or a State college demonstration school or private school to which the district of residence pays tuition, or
3. A State facility in which they are placed by the District.
4. Disabled children between three and five years of age and receiving programs and services pursuant to N.J.S.A.18A:46-6 shall be included in the resident enrollment of the District.
5. Non-resident children who are permitted to enroll in the educational program without payment of tuition as part of a voluntary program of inter-district public school choice approved by the commissioner.
6. Enrolled children of teaching staff members of the school district or county vocational school district who are permitted enrollment without tuition.



**WIELKOTZ & COMPANY <sup>LLC</sup>**  
CERTIFIED PUBLIC ACCOUNTANTS

STEVEN D. WIELKOTZ, CPA, RMA, PSA  
MATTHEW B. WIELKOTZ, CPA, PSA  
PAUL J. CUVA, CPA, RMA, PSA  
JAMES J. CERULLO, CPA, RMA, PSA  
THOMAS M. FERRY, CPA, RMA, PSA

HEADQUARTERS  
401 WANAQUE AVENUE  
POMPTON LAKES, NEW JERSEY 07442  
(973)-835-7900

ROCKAWAY OFFICE  
100 ENTERPRISE DRIVE  
SUITE 301  
ROCKAWAY, NEW JERSEY 07866

**INDEPENDENT AUDITOR'S REPORT**

Honorable President and  
Members of the Board of Education  
Paterson Public Schools  
County of Passaic, New Jersey

**Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Board of Education of the Paterson Public Schools, in the County of Passaic, State of New Jersey, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the audit requirements prescribed by the Office of School Finance, Department of Education, State of New Jersey, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.



Honorable President and  
Members of the Board of Education  
Page 2.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information of the Paterson Public Schools, in the County of Passaic, State of New Jersey, as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Emphasis of Matter***

#### ***Change in Accounting Principle***

As discussed in Note 1 to the basic financial statements, in fiscal year 2021, the Board adopted Governmental Accounting Standards Board Statement No. 84, Fiduciary Activities. As a result, prior year balances were restated (Note 17) to reflect the implementation of this Statement. Our opinions are not modified with respect to this matter.

### ***Other Matters***

#### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, Budgetary Comparison Information, Schedules Related to Accounting and Reporting for Pensions, and Other Post Employment Benefits identified in the table of contents be presented to supplement the basic financial statements. Such information,



Honorable President and  
Members of the Board of Education  
Page 3.

although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Paterson Public Schools' basic financial statements. The introductory section, combining and individual nonmajor fund financial statements and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the schedule of expenditures of state financial assistance as required by NJ OMB 15-08 and statistical section are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the schedule of expenditures of state financial assistance as required by NJ OMB 15-08 are the responsibility of management and were derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the schedule of expenditures of state financial assistance as required by NJ OMB 15-08 are fairly stated, in all material respects, in relation to the basic financial statements as a whole.



Honorable President and  
Members of the Board of Education  
Page 4.

The introductory section and statistical data section has not been subject to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated February 2, 2022 on our consideration of the Paterson Public Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Paterson Public Schools' internal control over financial reporting and compliance.

*Steven D. Wielkotz*

Steven D. Wielkotz, C.P.A.  
Licensed Public School Accountant  
No. 816

*Wielkotz & Company, LLC*

WIELKOTZ & COMPANY, LLC  
Certified Public Accountants  
Pompton Lakes, New Jersey

February 2, 2022



**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**DISTRICT-WIDE FINANCIAL ANALYSIS, (continued)**

The School District's net position was \$186,792,703 at June 30, 2021 and \$125,278,109 at June 30, 2020. Restricted items of net position are reported separately to show legal constraints that limit the School District's ability to use these items of net position for day-to-day operations. Our analysis below focuses on the net position for 2021 compared to 2020 (Table 1) and change in net position (Table 2) of the School District.

**Table 1**

**Net Position  
June 30,**

	<u>Governmental Activities</u>		<u>Business-Type Activities</u>		<u>Total</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
<b>Assets</b>						
Current and Other Assets	70,620,740	38,783,625	1,743,816	(912,648)	72,364,556	37,870,977
Capital Assets:	<u>381,535,446</u>	<u>351,205,526</u>	<u>169,165</u>	<u>244,594</u>	<u>381,704,611</u>	<u>351,450,120</u>
Total Assets	<u>452,156,186</u>	<u>389,989,151</u>	<u>1,912,981</u>	<u>(668,054)</u>	<u>454,069,167</u>	<u>389,321,097</u>
<b>Deferred Outflows:</b>						
Deferred Outflows Related to Debt Refunding						0
Deferred Outflows of Resources						
Related to PERS	<u>23,484,377</u>	<u>25,518,937</u>	_____	_____	<u>23,484,377</u>	<u>25,518,937</u>
Total Deferred Outflows	<u>23,484,377</u>	<u>25,518,937</u>	_____	_____	<u>23,484,377</u>	<u>25,518,937</u>
<b>Liabilities</b>						
Current Liabilities	53,426,958	55,548,815	319,679	319,679	53,746,637	55,868,494
Noncurrent Liabilities	<u>181,183,903</u>	<u>179,072,707</u>	_____	_____	<u>181,183,903</u>	<u>179,072,707</u>
Total Liabilities	<u>234,610,861</u>	<u>234,621,522</u>	<u>319,679</u>	<u>319,679</u>	<u>234,930,540</u>	<u>234,941,201</u>
<b>Deferred Inflows:</b>						
Deferred Commodities Revenue	751,649		17,139	16,075	768,788	16,075
Deferred Inflows of Resources						
Related to PERS	<u>55,169,585</u>	<u>54,604,649</u>	_____	_____	<u>55,169,585</u>	<u>54,604,649</u>
Total Deferred Inflows	<u>55,921,234</u>	<u>54,604,649</u>	<u>17,139</u>	<u>16,075</u>	<u>55,938,373</u>	<u>54,604,649</u>
<b>Net Position</b>						
Invested in Capital Assets-						
Net of Related Debt	343,840,259	326,401,123	169,165	244,594	344,009,424	326,645,717
Restricted	34,616,949	9,891,267			34,616,949	9,891,267
Unrestricted	<u>(193,348,560)</u>	<u>(210,010,473)</u>	<u>1,514,890</u>	<u>(1,248,402)</u>	<u>(191,833,670)</u>	<u>(211,258,875)</u>
Total Net Position	<u>185,108,648</u>	<u>126,281,917</u>	<u>1,684,055</u>	<u>(1,003,808)</u>	<u>186,792,703</u>	<u>125,278,109</u>

**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**DISTRICT-WIDE FINANCIAL ANALYSIS, (continued)**

Table 2 below shows the changes in net position for fiscal year 2021 compared to 2020.

**Table 2  
Changes in Net Position  
Year Ended June 30,**

	<u>Governmental Activities</u>		<u>Business-Type Activities</u>		<u>Total</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
<b>Revenues</b>						
Program Revenues:						
Charges for Services and						
Sales	462,837	1,162,563	5,028	9,001	467,865	1,171,564
Operating Grants and						
Contributions	85,791,819	88,220,730	9,753,800	15,601,437	95,545,619	103,822,167
Capital Grants and						
Contributions	32,039,122	9,898,923			32,039,122	9,898,923
General Revenues:						
Taxes:						
Property Taxes	54,495,247	47,952,236			54,495,247	47,952,236
Federal and State Aid not						
Restricted	558,297,696	537,811,000			558,297,696	537,811,000
Miscellaneous Income	5,161,266	6,007,184			5,161,266	6,007,184
Other Restricted Miscellaneous						
Income	18,466,393				18,466,393	
Investment Income	67,908	272,386			67,908	272,386
Transfers	<u>(4,003,808)</u>	<u>                    </u>	<u>4,003,808</u>	<u>                    </u>	<u>                    0</u>	<u>                    0</u>
<b>Total Revenues and Transfers</b>	<b><u>750,778,480</u></b>	<b><u>691,325,022</u></b>	<b><u>13,762,636</u></b>	<b><u>15,610,438</u></b>	<b><u>764,541,116</u></b>	<b><u>706,935,460</u></b>



**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**DISTRICT-WIDE FINANCIAL ANALYSIS, (continued)**

	<u>Governmental Activities</u>		<u>Business-Type Activities</u>		<u>Total</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
<b>Functions/Program Expenses</b>						
Instruction:						
Regular	245,192,217	243,771,599			245,192,217	243,771,599
Special Education	56,273,380	53,820,327			56,273,380	53,820,327
Other Special Instruction	24,682,807	23,914,666			24,682,807	23,914,666
Other Instruction	8,196,464	9,610,529			8,196,464	9,610,529
Support Services:						
Tuition	39,502,822	39,833,112			39,502,822	39,833,112
Student & Instruction Related Services	146,593,997	144,758,764			146,593,997	144,758,764
School Administrative Services	22,085,691	22,387,293			22,085,691	22,387,293
General Administrative Services	6,192,503	7,678,568			6,192,503	7,678,568
Central Administration and Admin. Info. Tech.	13,901,209	14,384,933			13,901,209	14,384,933
Plant Operations and Maintenance	43,020,730	39,275,746			43,020,730	39,275,746
Pupil Transportation	4,151,498	17,593,911			4,151,498	17,593,911
Unallocated Benefits	61,537,450	66,844,786			61,537,450	66,844,786
Interest on Long-Term Debt		1,305,600			0	1,305,600
Unallocated depreciation	24,111,063	1,798,833			24,111,063	1,798,833
Food Service	<u>                    </u>	<u>                    </u>	<u>11,074,773</u>	<u>18,330,891</u>	<u>11,074,773</u>	<u>18,330,891</u>
Total Expenses and Transfers	<u>695,441,831</u>	<u>686,978,667</u>	<u>11,074,773</u>	<u>18,330,891</u>	<u>706,516,604</u>	<u>705,309,558</u>
Increase or (Decrease) in Net Position	<u>55,336,649</u>	<u>4,346,355</u>	<u>2,687,863</u>	<u>(2,720,453)</u>	<u>58,024,512</u>	<u>1,625,902</u>

**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**DISTRICT-WIDE FINANCIAL ANALYSIS, (continued)**

**Governmental and Business-Type Activities**

As reported in the Statement of Activities the cost of all of our governmental and business-type activities this year was \$764,541,116. However, the amount that our taxpayers ultimately financed for these activities through School District taxes was only \$54,495,247 because some of the cost was paid by those who benefitted from the programs \$467,865, by other governments and organizations who subsidized certain programs with grants and contributions \$95,545,619, unrestricted federal and state aid \$558,297,696, other restricted miscellaneous revenue \$18,466,393, federal and state aid capital outlay \$32,039,122, and investment income \$67,908 by miscellaneous sources \$5,161,266.

The following schedules present a summary of governmental fund revenues and expenditures for the fiscal year ended June 30, 2021, and the amount and percentage of increases/(decreases) relative to the prior year.

<u>Revenue</u>	<u>Amount</u>	<u>Percent of Total</u>	<u>Increase/ (Decrease) from 2020</u>	<u>Percent of Increase/ (Decrease)</u>	<u>Prior Year</u>
Local Source	\$78,655,323	10.4%	\$23,127,906	41.65%	\$55,527,417
State Source	625,036,434	82.8%	53,252,394	9.31%	571,784,040
Federal Source	<u>51,057,531</u>	<u>6.8%</u>	<u>16,989,874</u>	49.87%	<u>34,067,657</u>
Total	<u>\$754,749,288</u>	<u>100.0%</u>	<u>\$93,370,174</u>	14.12%	<u>\$661,379,114</u>
<u>Expenditures</u>	<u>Amount</u>	<u>Percent of Total</u>	<u>Increase/ (Decrease) from 2020</u>	<u>Percent of Increase/ (Decrease)</u>	<u>Prior Year</u>
Current Expenditures:					
Instruction	\$263,279,276	36.7%	\$7,548,055	2.95%	\$255,731,221
Support Services	416,527,907	58.0%	11,039,902	2.72%	405,488,005
Capital Outlay	<u>38,097,168</u>	<u>5.3%</u>	<u>25,774,861</u>	209.17%	<u>12,322,307</u>
Total	<u>\$717,904,351</u>	<u>100.0%</u>	<u>\$44,362,818</u>	6.59%	<u>\$673,541,533</u>

Changes in expenditures were the result of varying factors.

**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**MAJOR GOVERNMENTAL FUNDS BUDGETING AND OPERATING HIGHLIGHTS**

The School District's budgets are prepared according to New Jersey law. The most significant budgeted funds are the general fund, the special revenue fund and the debt service fund. The capital projects fund is funded by the bond proceeds and state aid. Therefore no budget is presented.

During the fiscal year ended June 30, 2021, the School District amended the General Fund Budget by \$(16,397,045) for decreases in State Aid.

During the fiscal year ended June 30, 2021, the School District amended the Special Revenue Fund by \$74,594,451 for increases in federal and state grants.

**General Fund**

The General Fund actual revenue was \$599,301,851, including capital leases and transfers. That amount is \$87,518,740 above the final amended budget of \$511,783,111. The variance between the actual revenues and final budget was the result of non-budgeted on-behalf payments of \$82,539,809 for TPAF pension and social security reimbursements, \$1,297,655 additional in local anticipated revenues, and \$3,672,289 additional in extraordinary aid.

The actual expenditures of the General Fund were \$595,887,535, including transfers, which is \$64,433,383 above the final amended budget of \$531,454,152. The variance between the actual expenditures and final budget was due to non-budget on-behalf payments of \$82,539,809 for TPAF pension and social security reimbursements, and \$18,106,426 of unexpended budgeted funds.

General Fund budgetary revenues and other financing sources exceeded budgetary expenditures and other financing uses decreasing budgetary fund balance \$3,414,316 over the previous year. After deducting reserved and assigned fund balances, the unassigned budgetary fund balance increased \$10,028,690 from \$13,686,485 at June 30, 2020 to \$23,715,175 at June 30, 2021.

**Special Revenue Fund**

The special revenue fund actual revenue was \$102,767,354 including transfers. That amount is \$55,765,010 below the final amended budget of \$158,532,364. The variance between the actual revenues and the final budget was state and federal grant revenue that was anticipated to be spent by fiscal year end. The state and federal grant revenue will be received/realized in the next fiscal year.

**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**MAJOR GOVERNMENTAL FUNDS BUDGETING AND OPERATING HIGHLIGHTS, (continued)**

**Special Revenue Fund, (continued)**

The actual expenditures of the special revenue fund were \$102,797,121, which is \$55,735,243 below the final amended budget of \$158,532,364. The variance between the actual expenditures and the final budget was due to the anticipation of fully expending state and federal grant programs. Expenditures will be incurred in the next fiscal year.

**CAPITAL ASSETS AND DEBT ADMINISTRATION**

**Capital Assets**

At the end of fiscal year 2021 the School District had \$664,764,879 invested in sites, buildings, equipment and construction in progress. Of this amount \$283,060,268 in depreciation has been taken over the years. We currently have a net book value of \$381,704,611. Total additions for the year were \$54,459,034, the majority of which was for various technology and office equipment, transportation equipment, food service equipment and improvements to the District's facilities. Table 3 shows fiscal year 2021 balances compared to 2020.

**Table 3  
Capital Assets at June 30,  
(Net of Depreciation)**

	<u>Governmental Activities</u>		<u>Business-Type Activities</u>		<u>Total</u>	
	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>	<u>2021</u>	<u>2020</u>
Land	\$9,006,387	\$9,006,387	\$	\$	\$9,006,387	\$9,006,387
Construction in Progress	147,185,354	126,355,829			147,185,354	126,355,829
Buildings and Building Improvements	216,617,557	208,094,830			216,617,557	208,094,830
Machinery and Equipment	<u>8,726,148</u>	<u>7,748,480</u>	<u>169,165</u>	<u>244,594</u>	<u>8,895,313</u>	<u>7,993,074</u>
Total Expenses	<u>\$381,535,446</u>	<u>\$351,205,526</u>	<u>\$169,165</u>	<u>\$244,594</u>	<u>\$381,704,611</u>	<u>\$351,450,120</u>

For more detailed information, please refer to the Notes to Basic Financial Statements.

**PATERSON PUBLIC SCHOOLS  
PATERSON, NJ**

**MANAGEMENT DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2021  
(CONTINUED)**

**CAPITAL ASSETS AND DEBT ADMINISTRATION, (continued)**

**Debt Administration**

At June 30, 2021, the District had \$161,850,372 of long-term debt. Of this amount, \$7,655,884 is for compensated absences, \$19,933,718 is for obligation under capital leases, \$398,531 is for State Aid Recovery Judgments, \$116,100,770 is for net pension liability, and \$17,761,469 is for general bond obligations.

**Table 4  
Long-Term Liabilities at June 30,**

	<u>2021</u>	<u>2020</u>	<u>Percentage Change</u>
Other Liabilities:			
General Bond Obligations	\$17,010,000	\$	100%
Amortization - Bond Premium	<u>751,469</u>	<u>                    </u>	100%
Total Certificates of Participation (Net)	17,761,469	0	100%
Capital Leases	19,933,718	24,804,402	(20)%
Judgment - State Aid Recovery	398,531	797,062	(50)%
Compensated Absences Payable	7,655,884	6,252,328	22%
Net Pension Liability	<u>116,100,770</u>	<u>123,718,914</u>	(6)%
Total Other Liabilities	<u>\$161,850,372</u>	<u>\$155,572,706</u>	4%

**ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS**

The economy in the State of New Jersey is slowly improving. The current State of New Jersey revenue estimates have declined to the point that the legislature and governor have approved a State Aid funding bill for the 2021-2022 school year that is greater than the level of the 2020-2021 school year.

These factors were considered in preparing the Paterson Public Schools' budgets for the 2021-2022 fiscal year.

## **Attachment 7.**

### **NON-DISCRIMINATION AND EQUAL OPPORTUNITY**

As a condition to the award of financial assistance under the Workforce Opportunity and Investment Act (WIOA) from the Department of Labor and the local Workforce Development Board, the applicant assures with respect to the WIA-funded program or activity and all agreements or arrangements to carry out the WIA-funded program that it will fully comply with the following provisions:

#### Section 188. Nondiscrimination

##### a) In General -

1. **FEDERAL FINANCIAL ASSISTANCE** - For the purpose of applying the prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), on the basis of disability under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), on the basis of sex under the IX of the Education Amendments of 1972(20 U.S.C. 1681 et seq.), or on the basis of race, color, or national origin under title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000 et seq.), programs and activities funded or otherwise financially assisted in whole or in part under this Act are considered to be programs and activities receiving Federal financial assistance.
  
2. **PROHIBITION OF DISCRIMINATION REGARDING PARTICIPATION, BENEFITS, AND EMPLOYMENT** - No individual shall be excluded from participation in, denied benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with, any such program or activity because of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, age, disability, or political affiliation or belief.

In cases in which the training provider receives awards from other funding sources such as the U.S. Department of Labor Welfare-to-Work program, the New Jersey Work First Program, the Rehabilitation Agency, etc., the applicant agrees to comply with the nondiscrimination provisions relating to those programs.

## ***Paterson Public Schools***

### ***Paterson Adult School: New Jersey Youth Corps***

#### ***Partnerships, Local Collaborations, and Community Linkages***

##### **Department of Labor and Workforce Development**

##### **Workforce Development Board of Passaic County – (34 year relationship)**

The Workforce Investment Board of Passaic County is a gateway to our area's workforce development system and its One-Stop services. The WIB is a public/private partnership formed through the Workforce Investment Act of 1998, which created workforce investment boards throughout the country. This federal legislation was created to enable the workforce development system to be demand-driven and responsive to the needs of employers and workers.

The mission of the Workforce Investment Board of Passaic County is to provide the leadership and direction that leverages all workforce investment resources to create a system that is built on quality standards, strong interagency cooperation and innovative ideas so that every employer and resident has access to and benefits from the workforce programs and services needed to be successful in the workplace.

Services are provided through funding provided by the U.S. Department of Labor and the New Jersey Department of Labor and Workforce Development.

##### **One-Stop Career Center (34 year relationship)**

The current workforce development system in Passaic County is comprised of an intricate consortium of service delivery partners serving distinct populations and customers in need of employment-related services. The County's comprehensive One-Stop is currently operated by the Passaic County Workforce Development Center (PCWDC) and is located at 52 Church Street in Paterson. This One-Stop serves all customers eligible or interested in education, training, employment and career advancement services.

The Passaic County Board of Social Services has the responsibility of serving TANF, GA and Food Stamp clients and is located at 80 Hamilton Street with satellite sites in four other locations. Employment and training services for Work First New Jersey and Food Stamp customers are provided primarily by vendors with subcontracts with the Passaic County Department of Human Services. Group Job Search for GA/FS customers is provided through Employment Services in Paterson; for non-consolidated clients, ES also provides case management.

Literacy clients receive services through the comprehensive One-Stop where one of four Workplace Literacy Labs is located as well as at numerous sites throughout the County.

**New Jersey Department of Labor and Workforce Development (36 year relationship)**

The New Jersey Department of Labor provides unemployment and employment resources for New Jersey residents, as well as business and labor information and services. The US Labor Department (DOL) provides unemployment and employment statistics and data, worker and labor information, forms, and information on employment-related laws, regulations and compliance. US labor laws and regulations, as well as compliance information includes FMLA, FLSA, ADA, OSHA, COBRA and other federal labor-related laws.

**Workforce Learning Link – (17 year relationship)**

The Workforce Investment Board of Passaic County believes that all members of the current and future workforce should have an opportunity to develop the learning skills necessary to successfully function as members of the workplace, family and community and that our business customers have the right to be able to recruit from a qualified pool of workers. Our vision is the establishment of a coordinated system of services and opportunities throughout the Passaic County local workforce investment area where any adult can obtain literacy services regardless of educational or socio-economic status. Our vision is of a population that is fully prepared to enter the workforce and sustain meaningful employment. In addition, we envision a literate population that has developed a desire for lifelong learning in a responsive environment. This desire for learning will enhance opportunities for career advancement and assist adult learners to become more effective members of the workplace.

**Department of Vocational Rehabilitation Services**

The mission of the New Jersey Division of Vocational Rehabilitation Services is to enable individuals with disabilities to achieve employment outcomes consistent with their strengths, priorities, needs, abilities and capabilities. The Division of Vocational Rehabilitation Services is to help individuals with disabilities that are having trouble finding or holding a job because of their disability. The New Jersey Department of Labor and Workforce Development is an equal employment opportunity employer and provides equal opportunity programs. Auxiliary aids and services are available upon request to assist individuals with disabilities.

**Literacy Volunteers of America (17 year relationship)**

Volunteers of America: Serving People and Communities for Over 100 Years Founded in New York City in 1896, Volunteers of America is one of the nation's oldest and largest faith-based human service organizations, with a presence in more than 200 cities nationwide, serving more than 1,800,000 people each year. Volunteers of America-Greater New York is the largest affiliate of the national organization, with close to 70 programs in the Greater New York area including the Mid-Hudson Valley region, Northern New Jersey and Southwestern Connecticut. Volunteers of America is one of the largest private providers of services to the homeless in the area.



### **Passaic County Technical Institute (16 year relationship)**

PCTI's goals are to foster supportive community and private sector relationships to service the interest and needs of the students; to inform the community about the strengths and challenges faced by PCTI; to provide mini-grants to students to develop innovative programs and activities in science and technology, fine and performing arts, language research and culture; to provide small grants to PCTI educational staff members to initiate quality projects consistent with the goals of the Foundation and to bring positive attention to PCTI; to provide scholarships to students of PCTI for post-secondary opportunities; To make distributions, for educational purposed, to organizations that qualify as exempt organizations under Section 501 (C) (3) of the Internal Revenue Code or any successor statute; and to seek donations of equipment and funds from business or individuals to support the Foundation's educational goals and purposes.

### **New Jersey Youth Corps**

**(38 year relationship)**

New Jersey Youth Corps is one of the largest youth service and conservation corps in the United States. Youth Corps is a year-round, voluntary program which engages young adults (ages 16-25) in full-time community service, training, and educational activities. Guided by staff who serve as mentors and role models, teams of youth called "crews" carry out a wide range of service projects. In return for their efforts to restore and strengthen communities, Corpsmembers receive:

- 1) education development in basic skills and preparation to obtain a HSE High School Diploma;
- 2) life skills and employability skills instruction;
- 3) personal and career counseling to build self-esteem, clarify values, and develop leadership skills while they are developing their career portfolio;
- 4) transition services and continuing support services as they transition to college, training, employment or other national and domestic service opportunities;
- 5) community service opportunities which develop positive employability skills while addressing unmet community needs. Corpsmembers receive a stipend while enrolled in Youth Corps.

### **Community Service Project Partners**

#### ***The Park Restoration/Rehabilitation Project-(22 year relationship)***

The Park Restoration/Rehabilitation Project will combine the services of NJYC and The City of Paterson's Parks and Restoration Department. New Jersey Youth Corps has been called upon by the City of Paterson to continue the revitalization of several community parks and playgrounds. Corps members will be involved with refurbishing the parks playground equipment and the construction of enclosures for the safety of the children of Paterson. Budget cuts may cause this project to be scaled down just a little but will continue to impact Paterson residents in a big way.

The city of Paterson has identified several sites in our local community to be refurbished. New Jersey Youth Corps will continue the existing project of refurbishing the deteriorating stone

enclosures which were damaged by vandals as well as time. This project is also going to involve the painting of park benches and public viewing stands at various ball fields, the installation of new playground equipment and the removal of old and potentially dangerous facilities. The corpsmembers will also be involved with landscaping surrounding areas for beautification as well as conservation of land and wildlife.

This will be accomplished with the cooperation of various city agencies. These agencies will be providing NJYC with necessary materials to accomplish the task at hand. The Parks Department will also provide corpsmembers with the occasional pizza and soda for lunch.

This partnership that has been so successful for the past years has benefited both New Jersey Youth Corps Members and the entire City of Paterson and will hopefully continue for many years to come.

#### ***St. Joseph's Hospital & Medical Center (38 year relationship)***

St. Joseph's Medical Center is a comprehensive healthcare organization serving northern New Jersey with a mission and commitment to the following values: individual dignity, justice, charity, service, excellence and care for the poor.

As such, the New Jersey Youth Corp of Paterson continues a long-term partnership with St. Joseph's Medical Center to assist them with this mission. Corp Members volunteer at the hospital and are assigned to various departments such as transport, medical records, nuclear records, same day care, pediatrics, and the blood bank. They perform tasks such as patient transport, and clerical help such as filing, data input, record keeping, and word processing. Hospital staff regularly trains Corp Members in their different assignments.

Through this project Corp Members are developing practical job skills and as well as good work habits. The Youth Corp teacher works with individual volunteers and hospital staff to determine if they are deficient in any job skill area and address this in the Corp Members academic program. Corp Members benefit from being exposed to the day-to-day operations of a major hospital and develop relationships with hospital staff members at St. Joseph's, which is the biggest employer in the City of Paterson.

#### ***Paterson Public Schools (42 year relationship)***

The construction crew of NJYC as well as other youth will be participating in the renovation of the Academy High Schools in which they are located. With the school budgets at an all time low, especially in the areas of repair and maintenance, the Paterson Academy High Schools are in need of the corpsmembers to step up and take on the task of refurbishing them. The 10 member crew and staff, with as much zeal and pride as possible will perform light construction in the areas of painting, floor and ceiling repair, spackling, and the best possible floor plans in each of the classrooms. These tasks will be completed on the first, second and third floors as well as the

cafeteria. The corps members also participate at Central Office in various departments such as payroll, accounting and human resources. Participating in this part of the community service component instills a great sense of pride and “Corps Spirit” in the corpsmembers now and in the years to come.

### ***YMCA of Paterson (25 year relationship)***

This past year, the NJYC rekindled this relationship in which Corpsmembers volunteer in various capacities including light maintenance of gymnasium and workout rooms along with mural painting and general office duties. This year, students gained valuable skills in spackling and painting while creating a work-of-art in a workout room and reading room.

### ***City Green (8 years)***

City Green, Inc. is a 501(c)3 non-profit organization dedicated to facilitating the establishment of urban farms and gardens in northern New Jersey’s cities to create increased access to healthy, local food while cultivating education in food systems, nutrition and the environment. City Green offers practical, technical and financial support to community members of all ages to design, create and manage these urban green spaces. City Green promotes food justice and environmental equality through these greening efforts. City Green envisions livable, green, sustainable urban communities. As a result of the urban farm, garden and greening projects carried out by the community with the help of City Green, residents have access to bountiful fresh produce; youth have volunteer, work and leadership opportunities in the community; and neighborhoods have welcoming natural respites that are a focal point for sociability, community involvement, cultural expression and individual empowerment. The NJYC provides community service to those in need of fresh vegetables and assist in the processes of planning, developing, planting and maintaining, and picking the vegetables to those in need. NJYC Corpsmembers also receive valuable educational training from a professional horticulturist in gardening, cultivating, planting, watering and harvesting.

### ***Alaris Adult Care (3 years)***

Founded on a tradition of health care excellence, Alaris Member Health Centers are leading providers of short-term post-hospital rehabilitation and long-term and specialty care, with Member Health Centers throughout the state of New Jersey. From Five-Star Quality ratings to a dedicated and caring staff, resident care and satisfaction are always on the top of our Member Health Centers’ priority list! Today, Alaris Member Health Centers are setting new standards in quality, service and innovation. Using their innovative focus, Alaris Member Health Centers will continue to lead the way in an evolving health care environment. Our Member Health Centers always make sure residents are treated with the most advanced care and provided with an ever-increasing range of services and care options.

Our Corpsmembers work under the direction of the Alaris Health recreation department while working directly with the residents. Some of their responsibilities include arts and crafts, story-time, and transporting residents to and from physical therapy. Corpsmembers will be working in groups and at no time will they be without direct supervision of the recreation staff. Corpsmembers are also mentored by the dedicated staff that they are working with and receive encouragement and direction in their respective responsibilities. We feel that this site serves as a stepping stone to what could become a successful career path for many of our Corpsmembers.

### ***Multicultural Multipurpose Center (6 years)***

Hispanic Multipurpose Center is a non-profit entity that prepares children students to become ready to enter school in the kindergarten level. The Hispanic Multi-purpose center believes that all children can learn, that teachers will work to improve the academic skills of students, that increased time on task will make students more productive in school and society, and that schools will utilize a variety of teaching strategies which will best meet the learning styles of the students. Corps members will participate in training sessions, which will focus on both the educational and developmental needs of pre-school aged children. Ms. Cruz will meet with the group for a question and answer session. Corps members will be given an opportunity to tour the building, speak with teachers and decide on which classes would best meet their needs in addition to the needs of the children. This nurturing environment is an excellent opportunity for Corpsmembers to develop teaching skills for the pre-elementary aged children. Corps members are invited to work with a group of children in addition to tutoring under the guidance of a head teacher. With training and observation, Corpsmembers will participate in the daily routine of the classroom. Corpsmembers will perform recreational, educational, as well as clerical duties as a team effort. They will be assessed with a written evaluation by the crew supervisor and staff. Corpsmembers will meet monthly as a group to discuss their individual experiences and concerns during an extended lunch period. Daily assessments will be conducted informally with each student during free periods on the worksite. The Corps members will perform their service-learning project every Tuesday and Thursday from 8:30 am – 3:00 pm throughout the semester cycles (September– January/ February – July). Corpsmember will be entitled to breakfast and lunch in school cafeteria. Each Corpsmember is assigned a specific class and is required to participate in all aspects of the scheduled school day. Corpsmembers will be learning teaching skills, clerical duties, and enhancing communication proficiency. Corpsmembers are asked to be creative and attentive to the individual student as well as group needs of the children and to be aware of possible problems that may occur. They are instructed to direct any concerns to the appropriate head teacher, principal, in addition to the New Jersey Youth Corps crew leader.

### ***Habitat for Humanity (38 years)***

The Paterson Habitat for Humanity has built energy- efficient, affordable homes and sold them to qualified low-income first-time homebuyers. Homes are built with volunteers sweat equity from the incoming homeowners and professional construction staff. With that being said , it goes

without saying these homes need to be supplied with materials to repair odds and ends and furnished at low cost to the incoming homeowners. This is where the Paterson Habitat for Humanity/Restore comes in to play.

Paterson Habitat for Humanity's ReStore sells reusable and surplus building materials to the public at a fraction of the retail price. The proceeds benefit Paterson Habitat for Humanity. So, when a flier with a request for volunteers for some assistance the Paterson Youth Corps. jumped at the chance to help in any way possible.

Corps members are going to be volunteering in many areas such as , cashier, data entry, customer service, pricing products, furniture repair/'refinishing, loading and loading, special projects and more. Hopefully, with all this building in Passaic County, especially in Paterson, the Paterson Habitat for Humanity /ReStore and the New Jersey Youth Corps will form a long lasting relationship to better the community.

***New Jersey Talent Development System, Talent Development Centers and Talent Networks (6 years)***

In a rapidly changing employment market it is critical to have a fluid statewide work force system that can respond quickly to the needs of employers and job-seekers. These Talent Networks have been established to focus on the specific needs of key industries in the state in order to connect employers, job seekers, the state's One Stop Career Centers and educational institutions to achieve the common goal of helping current job seekers develop relevant skills that lead to job opportunities, helping employers find qualified employees, and to ensure that New Jersey Youth Corpsmembers have access to training and educational opportunities that lead to the jobs of the future.

***Other Partnerships***

Paterson Task Force

Paterson Community Development

Paterson Probation Department – Drug Free Alliance

Cherry Blossom Healing LLC

Total Life – Straight and Narrow

Damon House

Planned Parenthood

St. Elizabeth’s Church of Wyckoff, New Jersey

Eastwick College

Hyacinth Foundation

Hohokus School

Rutgers’s Cooperative – Nutrition

Passaic County Community College

William Paterson University

Berkeley College

Montclair State College

Lincoln Technical Institute

Dover College

United States Marine Corps

United States Army Corps

Universal Technical Institute

Volunteers of America



# PATERSON PUBLIC SCHOOLS



New Jersey Youth Corps  
151 Ellison Street, 2<sup>nd</sup> floor  
Paterson, New Jersey 07505  
Office: (973) 321-0570  
(973) 321-0571

Email: [sronga@paterson.k12.nj.us](mailto:sronga@paterson.k12.nj.us)

Eileen F. Shafer  
*Superintendent of Schools*

Nora Hoover, *Principal*  
Susan Ronga, *Program Director*



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into on September 1, 2021, by and between the Passaic County Workforce Development Board ("WDB") and the New Jersey Youth Corps of Paterson ("NJYC").

### MISSION

The Passaic County Workforce Development Board (PCWDB), a 501(c)(3) nonprofit organization, is a local partnership of representatives from the public and private sector who provide the coordinated planning, oversight, and policy guidance for all the workforce readiness program in Passaic County, New Jersey.

The PCWDB coordinates existing federal, state, and local workforce readiness programs and policies into a single, labor market driven system that delivers needed services to our local workforce in a cost-effective manner.

The WDB strives to create a vision for success for the local workforce and continues to ensure services are of value to our customers by utilizing all available resources to improve the customer experience.

The NJYC is a full-time education and work readiness/training program designed for school dropouts between the ages of 16 and 24. The fundamental intent of the Youth Corps is to help Corps members start on the road to self-sufficiency by developing the skills, experiences, attitudes, and behaviors needed to take their first real step in a lifetime of career achievement.

Together, the parties enter into this MOU to establish and achieve various goals and objectives designed to perpetuate the long-standing positive working relationship between the entities. Accordingly, WDB and NJYC, operating under this

MOU agree as follows:

- The Passaic County One-Stop Career Center ("One-Stop") will make referrals of eligible youth to NJYC.
- NJYC will refer youth to the One-Stop that NJYC is unable to serve.
- NJYC will work with the One-Stop staff to certify eligible youth.
- NJYC will work with One-Stop staff to enroll eligible and interested youth in post Youth Corps training/credentialing opportunities.
- A NJYC representative will sit on the WDB Youth Council.
- NJYC will meet with One Stop youth counselor on a regular basis to update database, ISS's, and follow-up procedures.


### REVIEW

This MOU shall be reviewed annually by the parties to ensure that it is fulfilling its purpose and to make any necessary revisions.

Either organization may terminate the MOU upon thirty (30) days written notice without penalties or liabilities.

**AUTHORIZATION AND EXECUTION**

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.



Mr. Duwan Bogert, Executive Director  
Passaic County Workforce Development Board  
200 Memorial Drive  
Paterson, New Jersey, 07505

03/29/2022  
Date



Susan Ronga, Program Director  
New Jersey Youth Corps of Passaic County  
151 Ellison Street  
Paterson, New Jersey 07505

3/29/22  
Date





## FY22-25 MEMORANDUM OF AGREEMENT NEW JERSEY YOUTH CORPS

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor

Liquid Church

(Worksite Sponsor - Community Organization Name)

1445 Ratzer Road Wayne NJ 07470

(Community Organization Address)

LaKenya Sharpe, 912-655-6688

(Community Organization Contact Person) (Phone Number) assures New Jersey

Youth Corps of Paterson that it agrees to the following terms for the project

entitled Liquid Church Volunteerism

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members.
3. Meet with the Youth Corps Crew Leader to review any problems.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps coordinator will remove Corpsmembers from worksites when they have ongoing problems or violations.

New Jersey Youth Corps of Paterson agrees to:

1. Provide a work crew during the school year September 2021 – June 2025.
2. Provide a Youth Corps Crew Leader at the worksite to assist with supervision.

3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the work day.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

Signatures below indicate that both parties agree that if the above conditions are not met or this agreement cannot be facilitated as indicated, this agreement will be terminated immediately.

Signatures below also confirm that any changes to this MOA will include an amendment to this document that will be submitted to the LWD Youth and Apprenticeship Programs for review.

<u>Lakenya Sharpe</u>	<u>10/17/2021</u>
(Signature of Organization Authority)	(Date)
<u>[Signature]</u>	<u>10/21/21</u>
(Signature of Youth Corps Authority)	(Date)



**FY22-25 MEMORANDUM OF AGREEMENT  
NEW JERSEY YOUTH CORPS**

Ryan 973-771-848  
Carlos " " "

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor

Father English

(Worksite Sponsor - Community Organization Name)

435 Main Street, Paterson, NJ 07501

(Community Organization Address)

Sister Maureen Sullivan, SC Community Programs and Volunteers,

(973) 572-5283

Catholic Family and Community Services  
(Community Organization Contact Person)

973-279-7100 x 2203  
(Phone Number)

assures New Jersey Youth Corps of Paterson that it agrees to the following terms for the project entitled Father English Catholic Family and Community Service Project from July 1, 2021 through June 30, 2025

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members.
3. Meet with the Youth Corps Crew Leader to review any procedures or problems from previous year.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader and/or Program Director so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps coordinator will remove Corpsmembers from Worksites when they have ongoing problems or violations.
8. Provide a volunteering work crew during the school year July 2021– June 2025.
9. Provide a Youth Corps crew supervisor at the worksite to assist with supervision.

New Jersey Youth Corps of Paterson agrees to:

1. Provide a work crew during the school year July 2021– June 2025 between the hours of 8:45am-2 pm.
2. Provide a Youth Corps crew Leader at the worksite to assist with supervision.
3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the workday.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

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Signatures below also confirm that any changes to this MOA will include an amendment to this document that will be submitted to the LWD Youth and Apprenticeship Programs for review.

973-771-9485 (cell)

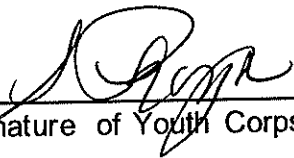
Carmen



(Signature of Organization Authority)

6/14/21

(Date)



(Signature of Youth Corps Authority)

6/21/21

(Date)



## FY22-25 MEMORANDUM OF AGREEMENT NEW JERSEY YOUTH CORPS

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor

Grandparents Relatives Care Senior Community Resource Center  
(Worksite Sponsor - *Community Organization Name*)

304-306 Hamilton Avenue, Paterson, NJ 07501

(Community Organization Address)

Ms. Nancy Grier 973-610-5449 /Ms. Muhammad, /973-553-2091

(Community Organization Contact Person) (Phone Number) assures New

Jersey Youth Corps of Paterson that it

agrees to the following terms for the project entitled Grandparents  
Relatives Care Senior Community Resource Center Volunteerism

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members.
3. Meet with the Youth Corps Crew Leader to review any problems.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps coordinator

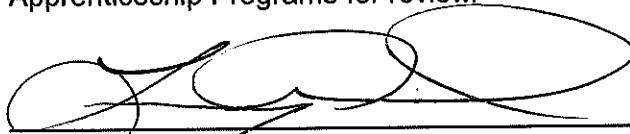
will remove Corpsmembers from worksites when they have ongoing problems or violations.

New Jersey Youth Corps of Paterson agrees to:

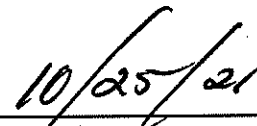
1. Provide a work crew during the school year September 2021 – June 2025.
2. Provide a Youth Corps Crew Leader at the worksite to assist with supervision.
3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the work day.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

Signatures below indicate that both parties agree that if the above conditions are not met or this agreement cannot be facilitated as indicated, this agreement will be terminated immediately.

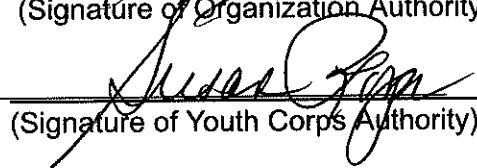
Signatures below also confirm that any changes to this MOA will include an amendment to this document that will be submitted to the LWD Youth and Apprenticeship Programs for review.



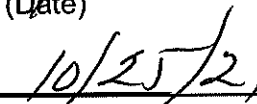
(Signature of Organization Authority)



(Date)



(Signature of Youth Corps Authority)



(Date)

✓



### FY22-25 MEMORANDUM OF AGREEMENT NEW JERSEY YOUTH CORPS

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor

Paterson Cares  
(Worksite Sponsor - *Community Organization Name*)

159 Governour Street, Paterson, NJ 07501

(Community Organization Address)

Ms. Nancy Grier, 973-610-5449 973-789-4071 Roger Grier

(Community Organization Contact Person) (Phone Number) assures New

Jersey Youth Corps of Paterson that it

agrees to the following terms for the project entitled Paterson Cares  
volunteership

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members.
3. Meet with the Youth Corps Crew Leader to review any problems.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems


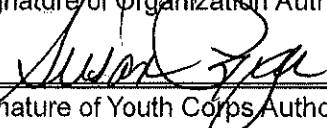
must be corrected within a three-day period. The Youth Corps coordinator will remove Corpsmembers from worksites when they have ongoing problems or violations.

New Jersey Youth Corps of Paterson agrees to:

1. Provide a work crew during the school year September 2021 – June 2025.
2. Provide a Youth Corps Crew Leader at the worksite to assist with supervision.
3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the work day.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

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Signatures below also confirm that any changes to this MOA will include an amendment to this document that will be submitted to the LWD Youth and Apprenticeship Programs for review.

 _____ (Signature of Organization Authority)	10/8/2021 _____ (Date)
 _____ (Signature of Youth Corps Authority)	10/15/21 _____ (Date)



Call (201) 989-3189



## FY22-25 MEMORANDUM OF AGREEMENT

### NEW JERSEY YOUTH CORPS

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor  
YWCA of Paterson

(Worksite Sponsor - Community Organization Name)

128 Ward Street, Paterson, New Jersey 07502

(Community Organization Address)

Mr. Gerard Gilliam, Executive Director

973-684-2320 x 43 or 22

(Community Organization Contact Person)

(Phone Number)

assures New Jersey Youth Corps of Paterson that it agrees to the following terms for the project entitled YMCA- Light Maintenance/Secretarial & Teacher Assistants.

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members.
3. Meet with the Youth Corps Crew Leader to review any procedures or problems from previous year.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader and/or Program Director so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps coordinator will remove Corpsmembers from Worksites when they have ongoing problems or violations.
8. Provide a volunteering work crew during the school year July 2021- June 2025.
9. Provide a Youth Corps crew supervisor at the worksite to assist with supervision.

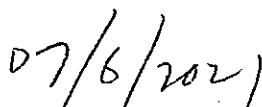
New Jersey Youth Corps of Paterson agrees to:

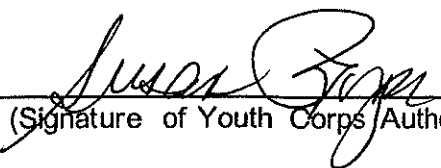
1. Provide a work crew during the school year July 2021- June 2025 between the hours of 8:45am-2 pm.
2. Provide a Youth Corps crew Leader at the worksite to assist with supervision.
3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the workday.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

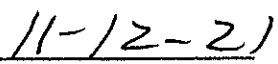
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\_\_\_\_\_  
(Signature of Organization Authority)

  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Signature of Youth Corps Authority)

  
\_\_\_\_\_  
(Date)



## FY2022-25 MEMORANDUM OF AGREEMENT NEW JERSEY YOUTH CORPS

This Memorandum of Agreement (MOA) has been developed so that the Worksite Sponsor  
City Green

(Worksite Sponsor - *Community Organization Name*)

171 Grove Street, Clifton, NJ 07013 citygreenonline.org

(Community Organization Address)

Jasmine Moreano, Director of Community Engagement and Advocacy

Erin Alexis Baniaga, Administrative Assistant

(973) 869-4086

(Community Organization Contact Person)

(Phone Number)

assures New Jersey Youth Corps of Paterson that it agrees to the following terms  
for the project entitled City Green/NJ Youth Corps Volunteership Project:

1. Meet with the Youth Corps Crew Leader to develop the project.
2. Provide orientation/training for all crew members including safety measures.
3. Meet with the Youth Corps Crew Leader to review any problems.
4. Adhere to the appropriate Rules and Regulations governing Youth Employment Programs under DOL and New Jersey State Child Labor Laws.
5. In the event of unsatisfactory behavior and/or problems concerning Youth Corpsmembers at the worksite, immediately notify the Crew Leader so that a joint decision on future action can be made before adverse action occurs.
6. Allow state and local Youth Corps staff to visit, without prior notice, the worksite for the purpose of observation or monitoring.
7. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps coordinator will remove Corpsmembers from Worksites when they have ongoing problems or violations.
8. Provide a work crew during the school year March 2022– June 2025.
9. Provide a Youth Corps crew supervisor at the worksite to assist with supervision.

New Jersey Youth Corps of Paterson agrees to:

1. Provide a work crew during the school year March 2022– June 2025.
2. Provide a Youth Corps crew Leader at the worksite to assist with supervision.
3. Inform the worksite sponsor of any changes in schedule or number of Crewmembers prior to the beginning of the work day.
4. Take corrective action on problems that are found to exist concerning violation of program regulations and/or intent. Such problems must be corrected within a three-day period. The Youth Corps Crew Leader will remove Corpsmembers from worksites when they have ongoing problems or violations.

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Jasmine Moreano

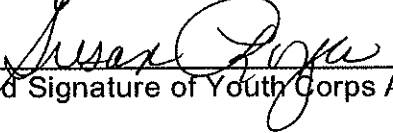


(Type Name and Signature of Organization Authority)

Feb 3, 2022

(Date)

Susan Ronga



(Type Name and Signature of Youth Corps Authority)

2/3/22

(Date)