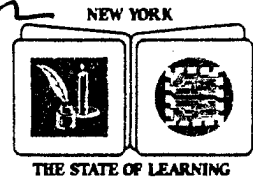


Statewide community education
will be implemented using
School-based clinics as
vehicle...



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

From: Genevieve Klone
State Bd. mbr.

October 1, 1985

ITEM FOR DISCUSSION

TO: The Honorable the Members of the Board of Regents

SUBJECT: Proposed Regents Policy Statement on Education and Community Renewal

During the past years, the Regents have taken significant steps through the Regents Action Plan toward enhancing the quality of educational programs at the elementary and secondary level. Although there are a number of manifestations of success in this area, it is apparent that continued efforts must be undertaken to improve educational achievement in communities experiencing severe economic and social problems. The attached draft policy statement endeavors to address this need by proposing policies to strengthen the role of schools in addressing the needs of economically distressed areas. I call your attention to the section on Strategies for Action (page 20) which outlines steps to implement the policy paper.

This draft statement is submitted for discussion at the October Regents meeting. It will be presented to you for formal action in November.

Respectfully submitted,


Gordon M. Ambach

Attachment

POLICY STATEMENT BY
THE BOARD OF REGENTS

EDUCATION AND COMMUNITY RENEWAL: THE ROLE OF SCHOOLS
IN ADDRESSING THE NEEDS OF ECONOMICALLY DISTRESSED AREAS

This Regents policy statement analyzes the need and the opportunity for schools to cooperate with other human service providers to address a host of interrelated social, physical and economic needs of economically distressed communities. It is based on the concept that addressing the economic and human service needs of these communities is a requisite for schools to perform successfully their educational roles -- and that the education service provided is indispensable for social and economic improvement of those areas. The paper advances a Regents policy to identify and develop program elements that may be readily incorporated into a local strategy, and that would provide support to address the needs of individuals and communities via school-based service systems.



This entire paper is a condensed version of the "model/Blueprints: Child & Family Services Act". It is merely another approach to socialism, full state control of all children, and full assurance of "education" from the cradle to the grave!

The University of the State of New York/THE STATE EDUCATION DEPARTMENT
Educational Research Services Unit/Albany, New York 12234

October 1985

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FOREWORD

Due to unique environmental and institutional barriers, individuals living in economically distressed areas do not benefit from education to the same degree as other populations. Access to and retention in the education system are critical problems for this population. It is historically disadvantaged groups -- the poor, minority youth and adults residing in inner-city ghettos, and youth in rural areas -- that have also failed to become productive members of the economic community. In these areas, physical, social and economic decay makes it next to impossible for individuals to break away from the well-known cycle of poverty and its related ills. It is necessary to address these problems concurrently to make education and employment strategies feasible for disadvantaged individuals, families and communities.

Although efforts have been targeted at addressing these problems, they are usually piecemeal, and target individual needs without addressing the wide array of needs of at-risk communities.

The Regents policy on education and community renewal sets forth a strategy to use the potential of schools to bring together a comprehensive range of services to address the needs of socially and economically distressed areas. The policy singles out areas whose economic, physical and social needs must be met for them to benefit from education and employment opportunities. Within this framework, efforts will be directed at developing the capacity of schools to serve community renewal areas by coordinating basic literacy instruction, occupational training, job-related activities, and day care and after-school services with the school's more traditional activities. Schools are urged to join other State and local agencies -- both public and private -- in bringing together support services that may help schools improve education and be more accessible to the public via a school-based delivery system.

Implementation of this concept will involve identifying areas having the most severe combination of educational, social and economic needs in the State, and targeting available resources to meet those needs. Cooperative ventures would be developed as part of a network of agencies and institutions serving the community. Such programs would be supported by funds already available through entitlement and competitive grants and by developing new techniques to coordinate existing programs. Finally, new programs will be proposed as needed to enable schools to develop their important role as bases of operation for community renewal services.

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EDUCATION AND COMMUNITY RENEWAL: THE ROLE OF SCHOOLS
IN ADDRESSING THE NEEDS OF ECONOMICALLY DISTRESSED AREAS

I. NEED AND RESPONSE

Many individuals and families in New York State are afflicted by a multitude of problems that prevent their participation in modern American society. Often it is the same disadvantaged individuals and families who simultaneously suffer from a wide range of health, economic and social problems. Unemployment, poverty, incarceration, malnutrition, and dependency on public welfare are part of everyday life for these persons and their families. The problems of these individual families and communities are extremely diverse. They represent a continuum of need ranging from illiteracy and inability to seek, find and hold jobs, to a broad array of economic, physical, and social ills.

Such individuals share a common dependency on society to meet basic economic, physical, and social needs of daily life. Neighborhoods and families have traditionally provided support structures that assist individuals in meeting many of these needs. It is precisely the family and neighborhood structure that is weakened in these communities, requiring the infusion of outside assistance to meet basic needs. In these areas, physical, social and economic decay makes it extremely difficult for individuals to break away from the well-known cycle of poverty and its related ills.

Unemployment is the major problem in economically distressed areas. In spite of the State's economic development strategy, most efforts to address unemployment in acutely distressed areas have not been successful. Even upswings in the economy, which do cut down on unemployment, usually do not

- 2 -

increase job opportunities for those who are most in need. Part of the reason is that current programs generally approach unemployment as an isolated issue without recognizing that it is associated with multiple other problems.

Although the poverty generated by unemployment is a the core of these multiple needs, employment strategies alone are not sufficient: the community is not able to sustain the required investments, and individuals are not able to cope with the strictures of the job market. Strategies that view education or training or human services as the sole answer are equally ineffective. The need is diverse and comprehensive. A host of conditions must be addressed concurrently for any of them to improve, including unemployment. The basic economic strategy must be one of development for increased employment. Disadvantaged persons must be given an opportunity to be trained for participation in the work force in order to diminish public expenditure and maximize economic development. Concurrently, it is necessary to address the social needs of disadvantaged individuals, families, and communities so that they may have a realistic opportunity to participate in the economy.

Unemployment and its accompanying conditions are not spread throughout the State in a uniform manner. Need is concentrated in specific areas and on specific economic and racial or ethnic groups. A disproportionate share of these problems is found in urban ghettos and in isolated rural areas. It is distressed areas such as the South Bronx and Bedford-Stuyvesant that show the greatest concentration of need in terms of hundreds of thousands of individuals, their troubled families, and largely ineffective community support structures. The ghetto thus provides a ready-made clientele for the wide range of services needed. Although ethnic and racial minorities are concentrated in economically depressed areas, the issue at hand is not of one of targeting strategies to any

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particular group, but in addressing the depressed economic status of the community.

Society has not been unmindful of these problems. To address some of them, a broad array of human services is supported by Federal, State and local resources. But these resources are overwhelmingly directed to meet individual needs by way of individual entitlements, ignoring the fact that the community at-large is also at risk and unable to support the individual in the use of available resources. As addressing the unemployment needs of individuals without addressing their social and physical needs is insufficient, so also is targeting individual needs without addressing the wide array of needs of at-risk communities.

At the present time, these resources are dispersed among a wide variety of different agencies and organizations within a community. Those who are most in need often lack access to information about available programs and services. The sharing of resources, planning and referrals that exists among service providers has been minimal. As a result, those who are most-in-need, by and large, have not been able to benefit from services that exist within their community. The difficulties many individuals experience in gaining access to needed services in their community pose a critical problem for their readiness for employment. Not knowing how or when to get advice and assistance, many give up without any prospect of successful employment.

II. A COMPREHENSIVE APPROACH

In response to the need for greater coordination of services for disadvantaged, unemployed youth and adults, community renewal service systems should be established in inner-city and in rural areas. A system would be

comprised of one or several comprehensive service sites devoted to more effectively linking specific needs with existing community resources. Many of the components are available, but need to be coordinated into a comprehensive service system.

Each service site would have a twofold purpose:

- o to provide facilities for many community services thereby offering "one-stop shopping" for individuals in need of diverse services, and;
- o to serve as a locus for strengthening community activities and mediating informal social structures within the community.

In pursuing this twofold strategy, community renewal service sites would offer the following services to the residents of these areas:

1. Serve as an initial access point for most-in-need youth, adults, and families to receive information and individualized assistance, including information about local employment opportunities and job outlook, education and training programs, and human services. This would include advisement, skills assessment, placement, and referral where such services are not provided by other agencies in the community.
2. Provide co-location facilities where possible for many community services thereby offering "one-stop shopping" and a common locus for an array of community, educational, employment, cultural and social service agencies to serve disadvantaged, unemployed youth and adults.
3. Provide day care and after-school services to enable working parents, especially single heads of households, to obtain work. Whenever a school is the service site, the school building would provide a logical place for day care and after-school latchkey services as it

*The lure of
Socialism &
Communism !!*

*STATE CARE
FOR INFANTS -
Socialism
in Action*

SAFE & sodomizing INFANTS?

offers the safest and most programmatically desirable space for such services.

4. Work with local youth agencies to offer special activities during the day and evening as part of the service program. Encourage the participation of community-based organizations that provide after-school support activities for youth.

5. Promote educational achievement through intergenerational learning. Since the values which support a person in sustained employment are, to a great extent, transmitted through family and neighborhoods, efforts to educate the children will be more successful if concurrent attempts are made to involve parents in the the school and promote their use of available educational programs.

← Homosexual TERMINOLOGY

6. Identify and promote greater coordination and cooperation among local service providers and business and industry in the planning and delivery of specialized services. Service providers involved would be local education agencies, community based organizations, testing assessment placement centers, private industry councils, educational opportunity centers, educational information centers, libraries, and a variety of human service providers.



III. SCHOOLS AS COMMUNITY RESOURCES

Schools are ideal sites for community renewal services because, regardless of the physical condition of the environment, they are centers of activity within each community. Schools also provide a safe environment that is centrally located and well known in an area. In many disadvantaged areas, schools are the only viable institution. With declining enrollments,

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SAFE why
HE NEED
SECURITY
Guards
in
Public schools?

Thanks to birth abortion & birth control.

particularly in blighted areas, excess space is readily available in schools. Many schools operate less than one-third of the day for only part of the year while serving about one-fifth of the total population. Expanded use of school facilities during the evening, on week-ends, and during the summer can open up new opportunities to meet the needs of the community. Locating programs in schools could be instrumental in building parent involvement, and in encouraging parents to take advantage of school-based adult learning services. Further, free or low rental costs would be an incentive for community agencies and organizations to locate services on-site. Expanded use of school facilities during and after school hours can open up new opportunities for meeting the human services need of the community.

SOCIALISM

Because of the nature of the educational process, schools are favorably positioned to bring together a variety of programs ranging from adult education to child care services. In many areas, schools are the primary center around which many community activities revolve. Schools are sites for community meetings, and serve as centers for non-traditional activities such as non-degree course offerings in automotive repair, word processing, enrichment courses for the elderly, and many others.

The potential for using schools as community resources is highlighted by two public schools in New York City which were turned into pilot Community Education Resource Centers (CERC's) through grant support from the Charles Stewart Mott Foundation to the New York City Board of Education.

C.S. 92 - East 179th Street, South Bronx. Through activities at the Community Education Resource Center located at C.S. 92 in the South Bronx, street gangs, known as "crews" converted their energies into community action. To prevent anticipated summer violence, C.S. 92 convened crew leaders and representatives of the Police Department, Youth Bureau, the School District

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Office, city agencies, and parents to discuss ways in which they might work for the community. Forty-five young people ranging in age from 14 to 19 -- many of them crew members -- were trained as counselors at the CERC, and worked in a summer day camp with about 150 youngsters between 5 and 12 years old. Members with particular talents, such as musical ability or sports skills, planned specific parts of the program. A wide variety of academic and recreational activities was planned each day. Teachers from the School District Office supervised the overall program, and C.S. 92 coordinated all activities, which included training and several trips for the counselors. The "crews" have remained at C.S. 92, and are working with the CERC Coordinator to develop a permanent tutoring program for children during after-school hours.

C.S. 61 - Crotona Park East, South Bronx. In 1981, C.S. 61 at Charlotte Street in the South Bronx was slated to be closed. Crotona Park, across from the school, lay desolate and served as a haven for drug addicts. Today, C.S. 61 is one of the few viable institutions in Charlotte Street, serving as a focal point for the community: a settlement center provides counseling for parents and teenagers; Rican Theater uses the stage and, in exchange, they perform plays for the community; Goodwill Baptist Church provides teenagers with sports activities; and Gramercy Boys Club provides a dinner feeding program for children and youth. C.S. 61 has sponsored a Saturday health fair for the community and provides a host of medical, optical, nutritional and other health services for children and youth. School recreational facilities are now used year-round. ABE, ESL, high school equivalency preparation, and vocational training, including word processing, are provided for adults. Community legal services are also provided in the school, as well as parent programs and services for teenage parents. Crotona Park has been renovated as a community

Out of how many residents?

project sponsored by C.S. 61. Nearly 300 South Bronx residents use the school each day.

Community education resource centers are good examples of efforts that begin to address the issue of how schools may stretch their resources to serve their community. Although there is no one single model for building an efficient school-based community renewal system, these examples illustrate how school resources may be made available to the community.

The proposed school-based community renewal service concept would build on the success of these models while going one step farther by adding at least two key services: job-related activities for youth and adults; and day care and after-school latchkey services. Both of these components are part of a continuum of services needed to meet the full range of needs of individuals living in at-risk communities. Such services are essential to the main thrust of the school-based community renewal service concept. Schools would act as a catalyst in bringing together a comprehensive range of services to prepare most-in-need individuals in economically distressed areas whose economic, physical and social needs must be met for them to be able to benefit from education and employment opportunities. Within this framework, efforts would be directed at developing the capacity of schools to serve community renewal areas by coordinating basic literacy instruction, occupational training, job-related activities, and day care and after-school services with the school's more traditional activities, as well as with support services provided by other community organizations.

*Planned Parenthood?
Abortion Clinics?*

IV. ELEMENTS OF A SCHOOL-BASED SERVICE SYSTEM

Many elements of a school-based system are already available in schools and should be used to implement this concept. While schools as institutions can play a significant role in hosting school-based service systems, they are at the same time only part of a comprehensive delivery system. Schools in partnership with other service providers can play a significant role in developing comprehensive systems to address service needs in economically depressed areas.

Service systems in community renewal areas should reflect local goals and needs, particularly gaps which schools may help bridge. Services must be as varied and diverse as the needs they address. Since capabilities differ from area to area, a common design for a school-based model is not advisable. Specific program elements may or may not be required in a given location depending on the community's needs, the school's capacities, and the services provided by other community groups and agencies.

Regardless of the diversity of the problems, all programs would include certain basic elements. These elements fall under the broad categories of coordination, educational components, and support services. This paper concentrates on coordination and educational elements.

The elements defined are based on programs that are currently in operation in a number of school districts statewide. They are presented to illustrate that many components are available in schools and to suggest that school-based service systems could be started using existing elements.

A. Coordination

The Regents recommend the creation of governing boards whose role would be to provide general policy guidelines and priorities for the development of the service system. Such boards would be helpful in

developing ways in which the community may provide services or develop activities for the benefit of the clientele. Participation on the board should be provided for those sectors needed to operate the service system such as schools, parents, community-based organizations, business firms and councils, appropriate State and local agencies, as well as the population to be served in the community renewal area.

The service system should have a site coordinator who would ensure smooth and continuous day-to-day operation and responsiveness to the priorities established by the board. The coordinator, who need not be a school administrator, would have responsibility for assuring a collegial working relationship among participating agencies, providing for the efficient use of available facilities and resources, overcoming obstacles to the delivery of services, and assessing clientele perceptions of the way the service system meets their needs.

B. Educational Components

With the growing recognition that the problems of individuals and their communities cannot be compartmentalized, the service delivery system should address the educational and noneducational needs of community renewal areas. The educational components of the service system include elements that are already available to schools, such as: pre-kindergarten; day care and latchkey services; counseling, guidance, and job placement; dropout recovery programs; alternative instructional models; adult education programs; and linkages with the community.

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1. Pre-Kindergarten, day care and latchkey services

The need for day care services and pre-kindergarten educational programs is well established. The early years are critical for the sound development of children and as a foundation leading to competent and functional adulthood. Concurrently, growing numbers of working parents require earlier and more extensive custodial services for their children. Pre-kindergarten, day care and after-school latchkey care are related services needed to meet related needs in community renewal areas. The services should have strong educational, recreational, nutritional, cultural and preventive health care components. *with control/contin?*

2. Counseling, guidance and job placement

Many individuals in community renewal areas lack the skills and information required to getting and keeping a job. Counseling, guidance and job placement are necessary elements in the continuum of services needed to become gainfully employed. Such services help individuals define their goals and priorities, assess their skills and deficiencies, and identify programs that will help prepare them for employment. Examples of programs that are available to provide such services are:

High School Equivalency Programs: External High School diploma programs, the General Education Development program, Alternative High Schools, and variations of these programs provide assessment, advice and instruction to out-of-school persons leading to a high school credential.

Attendance Improvement/Dropout Prevention Program: as part of broad-based programs to keep students in school, this program provides guidance, work study opportunities and alternative education classes for students who are at risk of dropping out of school in selected districts with severe dropout problems.

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NONSENSE!
 Reading, writing,
 Arithmetic skills
 needed for gainful
 employment.

Job Placement: assistance to persons who have successfully completed education or training programs in preparing a resume, and in developing interview skills. Additional services include maintaining and updating lists of job openings, and referring qualified candidates to employers listing vacancies.

3. Instructional Options

The Regents support local initiatives and experimentation among educational institutions, employers, and the community to enhance learning by individuals who require alternative learning environments. These initiatives could include flexible academic scheduling, extended school hours, alternative schools, and nonstandard settings. Some of the available instructional options that may be provided by a school-based service system are:

Adult Basic Education: instruction in basic reading, mathematics, ~~speaking and listening to functionally illiterate adults~~ and adults with limited English-speaking ability in preparation for the high school equivalency program.

High School Equivalency Program: instruction for taking the General Development Test to individuals without a high school diploma. Youth who are 19 years of age, or 17 or 18 and out of school for a year, or whose class has already graduated are eligible to take the GED test.

Alternative High Schools: may provide occupational training, work experience, general education, and citizenship education to students encountering difficulties in a regular high school setting by adapting the standard curriculum leading to a diploma.

English-as-a-Second Language: instruction for individuals with limited English proficiency in listening, reading, oral and written communication. The program serves recent immigrants whose language is other than English and individuals who speak a language other than English at home.

4. Dropout Recovery

The educational level needed to become self-supporting in today's economy is higher than ever before. As a consequence, the ability of dropout youth to obtain jobs is becoming

increasingly remote. A school-based service system should have the capacity to incorporate dropout youth into educational and training programs leading to job placement.

The examples listed above all to a greater or lesser degree include a dropout recovery element by providing for adaptations of the high school curriculum to meet the needs of a population that has not been successful in the traditional school program. As these programs are operated, positive outreach efforts are made to recruit eligible persons. For example, the Auxiliary Services to the High Schools program in New York City uses telephone banks to bring recent dropouts into special sites to receive preparatory instruction leading to the GED test.

However, these efforts are insufficient to bring dropouts in contact with available alternative programs. Schools should more actively seek to bring dropouts back to alternative programs that acknowledge past failures of the regular school environment in holding these persons in school.

Schools should build on services already provided by them by articulating with support services provided by other agencies. Combinations of these services should be offered tailored to the needs of out of school youth. In doing this, schools should team up with community-based organizations that have expertise in providing services to dropout populations.

5. Services to adults

A changing economy requires a labor force equipped with the specialized skills that are needed for participation in a technological, service-oriented economy. Considerable segments

These kids were denied instruction in reading, writing & arithmetic - waste of money. Some of the garbage will help them.

Planned economy & socialist concept of employment

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of the adult population are excluded from the labor market at the prime of their productive careers as their skills are no longer appropriate to meet the needs of the market place. Examples of available programs that provide needed services to adults are:

Why would anyone speak & listen to functionally illiterate?

Adult Basic Education High School Equivalency: instruction in basic reading, mathematics, speaking and listening to functionally illiterate adults and adults with limited English-speaking ability up to preparation for the high school equivalency program.

Vocational Education: program for providing entry level skills to unemployed adults and for upgrading skills of employed adults to meet the needs of their present employment or to provide mobility to more advantageous employment. Instruction is provided to apprentices in areas related to their trades.

Firm Specific Training: a program tailored to meet the training needs of businesses which want to locate or expand in the State or which are making use of new technologies.

Adult Independent Learner: a public library-based program which gives assistance to individual, independent, self-directed adult and young adults to locate appropriate learning opportunities and to develop individualized, self-directed learning projects.

6. Services to the Elderly

The elderly population is growing faster than any other segment of the population in New York State, with the greatest growth occurring in the over seventy-five age group. During the next three decades, the above 65 age group is expected to grow at nine times the rate of the general population. As a consequence, by the year 2010, there will be close to 3 million persons over 65 in New York State in contrast with slightly over 2 million in 1980.

The aging process is often associated with discrimination in the job market, increasing need for services, particularly health and health-related services, and increasing costs with decreasing disposable income.

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Although it is recognized that the elderly need to remain socially and physically active to maintain good health, aging also typically implies an increase in time consumed by inactivity. Such inactivity is detrimental not only to the elderly but also to the community as a whole. Valuable skills, knowledge and experience need to be used productively by communities, especially those characterized by a severe lack of resources.

A school-based service system should sponsor comprehensive services to meet the needs of the elderly and to constructively involve the elderly in school activities. Some examples of existing programs are:

Practical Help in Caring for an Elderly Person in the Community: a "how to" curriculum to strengthen the ability of individuals to provide informal care for the elderly. The curriculum is offered to the elderly to increase their personal understanding of the aging process and to those who are or expect to be informal caregivers in the near future. (The curriculum is offered by colleges, church groups and other service organizations in local communities throughout New York).

Mentor Programs: programs to make use of the services of talented senior citizens as mentors for high school students. (The program is being implemented in various school districts statewide: i.e., Herricks Central School District, Sweethome Central School District, and New York City Community School District #2).

Gold Cards: a program offering senior citizens free tuition to adult courses and discounts of 10% or more from over 100 businesses and organizations. (It is being implemented at the Elmira Central School District).

School-Community Cooperative Model: senior citizen services staff provide health and housing services and the school district provides educational programs. (The model is being implemented at the Greece Central School District and at several districts in Long Island).

7. Linkages with the community

Community renewal areas are faced with scarce fiscal and human resources to implement development programs. On the other hand, service systems can only address the needs of the community if the community contributes its own resources and services. Realistically, many of these resources must originate outside the community renewal area via foundations, State programs, counties, and other units of local government.

Some ways in which communities can contribute to school-based systems are:

Community Resources Program: provides experiences to the service system clientele that include close observation and working on a one-to-one basis with community resource persons.

Training Opportunities in Local Firms: firms provide training opportunities for the clientele and develop a pool of qualified candidates for future employment openings.

Youth Employment Training: cooperative work-study programs developed by local business and schools to provide career awareness opportunities.

Volunteer Tutors: qualified individuals who help in the service system as tutors in special subjects to the more educationally disadvantaged clientele.

C. Community Support Elements

The ability of schools to bring in services offered by other agencies is a key element in the development of school-based service systems. Only by combining educational and noneducational services in a comprehensive manner can the system begin to address the host of needs that are typical of community renewal areas. Noneducational elements should be related to specific needs that affect individual and community effectiveness. Depending on the condition of the

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community, these elements might include activities to promote the positive attachment of youth to family, school and peer groups; recreational and cultural activities; health and health-related services; services to homeless and runaway youth; delinquency prevention, rehabilitation and aftercare services for youth offenders; drug addiction and alcoholism prevention and treatment; and others.

The following services are offered as examples that may guide local administrators in seeking the cooperation of sponsoring State agencies and local public and private entities that operate the programs. Sponsoring State agencies are shown in parenthesis.

1. Health Services

Health Clinics: provide a full range of school-based preventive and basic health care services to the school population. These programs, which combine State, federal, and local funds, offer non-threatening access to health care for adolescent students. They also reinforce good health and provide a link to the school health curriculum. (Education Department and Department of Health)

Drug Addiction and Prevention: school-based State sponsored program integrates drug awareness and prevention which brings in liaison staff from local counseling programs. The program also disseminates extensive information and other drug-related educational materials. (Division of Substance Abuse Services)

2. Employment Services

Work Incentive Program (WIN): this federally funded program provides employable ADC recipients with a range of services including job placement, employability assessment and occupational training activities. Clients enrolled in WIN activities may receive supportive services such as transportation, lunch, day care and training allowances. (Department of Social Services)

Training and Employment Assistance Program (TEAP): public assistance recipients are placed in on-the-job training programs in the private sector for a period of up to six months; the amount they would have received as a public assistance entitlement is diverted to the employer as a salary subsidy. Upon termination of the contract, trainees are transitioned to unsubsidized employment. (Department of Social Services)

3. Youth Support Services

Multidisciplinary Student Support Teams: teams representing various disciplines including among others, health, juvenile justice, and mental health assess the needs of high risk students and their families on an individual basis. Customized treatment plans using school personnel are developed, with minimum outside referral. (Council on Children and Families)

School-to-Employment Program (STEP): State funded program which provides economically disadvantaged youth with work experience while encouraging their completion of high school or participation in alternative educational activities. (Department of Labor)

Nurseries for Teen Parents: provide accessible school-based child care service for teen parents and at the same time promote return to school after child bearing. State and locally supported programs also offer educational opportunity for parental training and an opportunity for early detection of potential learning disabilities, extreme social disadvantage, and other health-related problems of the infant. (Department of Social Services)

Runaway and Homeless Youth (RHY): this program provides emergency shelter and crisis counseling for youth most vulnerable to victimization. The State Division for Youth provides 60 percent funding for emergency assistance efforts currently in force in twelve counties (with an additional two programs anticipated in the coming fiscal year). This shared funding program requires that at least one-half of the local share for program funding consist of tax levy dollar matching funds. (Division for Youth)

Youth Development and Delinquency Prevention (YDDP): this is the State Division for Youth's main prevention program directed at the general youth population and locally identified target populations. It provides 50 percent reimbursement funding to localities for various youth service and recreation projects. (Division for Youth)

Special Delinquency Prevention Program (SDPP): provides up to 100 percent State funding for community-based youth services targeted at youth at risk of further involvement with the justice system. Program proposals are generally submitted to County Youth Bureaus for initial approval and to ensure consistency with the priorities of the County Comprehensive Plan. (Division for Youth)

Suicide Prevention: State and locally sponsored program develops training techniques for teachers to enable them to screen potential suicide-prone youth in the school. Local mental health practitioners provide counseling and establish crisis intervention teams for at-risk students. (Office of Mental Health)

V. FUNDING PATTERNS

At the present time, there is no unique funding source available to support the development of school-based community renewal service systems. However, the issue at hand is not one of developing new funding but rather one of coordinating available resources that independently support different services which may be incorporated as part of the larger whole comprising a school-based delivery system. The thrust of the strategy is to provide a continuum of services in a common location or closely associated locations by bringing together partial resources available through a variety of funding sources.

Examples of this coordinated thrust are found in the matching of resources required by the Job Training Partnership Act (JTPA) program; the linkage of JTPA and Vocational Education Act (VEA); the linkage of Adult Education Act (AEA) and JTPA funds to provide basic skills training in conjunction with occupational training programs sponsored by local JTPA Service Delivery Areas; the joint participation of secondary and postsecondary agencies under VEA; and the school-to-employment transition programs for handicapped students which use resources available under JTPA and the Vocational Rehabilitation Act.

An initial step in garnering funds in support of program objectives is to identify the needs of the target population. Some of these needs may be, for example, day care and after-school services, basic skills, occupational training, counseling or job placement. Having determined the service needs of the population within the community renewal area, the next step is to identify existing funding sources available to support given elements of the range of services required to meet identified needs. These sources should be ascertained through a review of Federal, State and local education programs. This review would be instrumental in determining available funds, allowable services, participant eligibility and funding procedures.

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Securing adequate educational funding alone will not be sufficient to address the full range of needs in the target population. A significant element in providing a comprehensive program is to establish a mosaic of services provided by education and other service providers. Extremely important components in this regard are support and maintenance services provided by public and private social service agencies. The essence of a successful funding strategy will be to devise a system whereby available State aid funds, categorical funds, and noneducational resources are directed in support of a school-based comprehensive delivery system.

VI. STRATEGY FOR ACTION

School-based community renewal service systems are indispensable tools in achieving educational improvement in areas of social and economic distress. In these areas, schools must address nonschool problems in order to perform adequately their educational role in the community. The resulting educational improvements would be an essential element in the social and economic improvement of these areas. In order to develop ways in which schools may collaborate with other agencies in establishing and operating community renewal service systems, the Department will develop an Action Plan to address four major purposes during 1986:

1. Identification of Community Renewal Areas and Schools

Develop a methodology to systematically identify distressed areas having the most severe combination of educational, social and economic needs in the State. An identified area must be large enough so that the lessening of its educational, social and economic problems would constitute a significant improvement for the State, and yet small

enough so that limited resources will be used effectively and the school-based service sites will be easily accessible to members of the community. Identification of communities that are most in need requires selection of appropriate indicators of need. Upon identification of these indicators, the Department should develop a methodology to depict the relative need of communities. A continuous review of community renewal areas should be undertaken in conjunction with similar efforts under way in the Governor's Office of Economic Development and other State agencies that seek to target economic development programs on areas of greatest need.

2. Development of Funding Patterns

Identify statewide education programs available to support specific components of school-based community renewal service systems. Efforts should be made to target available resources to school-based projects in identified community renewal areas. Service systems should be funded with resources available through entitlement and competitive grants by coordinating existing programs. The Regents are aware that the Governor's Office and the Department have already targeted Job Training Partnership Act resources statewide via a competitive grant process to develop school-based delivery systems for most-in-need eligible clients, and urge the continuation and enhancement of this approach.

3. Coordination with Other Agencies

Establish links with other State agencies and units of local government and their subsidiaries in implementing the school-based community renewal concept. As a result of this process, the Department would reinforce communication between schools and other

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service agencies in the community, promote the allocation of available resources, and provide technical assistance to school districts and other planning partners. The Regents are aware that the Department has been exploring options with the South Bronx Development Organization (SBDO), a not-for-profit corporation established by the City of New York in 1980 to formulate policy and to coordinate community renewal programs in the South Bronx. The Regents encourage contacts with similar entities statewide where both the need and the potential exist to develop school-based community renewal services.

4. Development of New Program Proposals

Although the main thrust of school-based systems is the coordinated use of existing resources, it may be necessary to prepare specific program proposals for legislative, administrative or Regents action in order to provide leadership or services not currently available. Such proposals should promote the role of schools as bases of operation for services in support of community renewal initiatives in distressed areas.

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