

## Focus Area: Education

### Vision- Helping children and youth achieve their potential

#### 1. Targeted Issue: Early childhood development

Target population (s): Children under age six and their families.

##### Objective: 1) Children are healthy

	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
Basic needs	Support preventative & primary healthcare that provide free/low-cost services to un-/under-insured persons, to ensure: <ul style="list-style-type: none"> <li>• Children receive immunizations</li> <li>• Children receive timely primary &amp; preventative care</li> <li>• Children receive preventative &amp; regular dental care (HEALTH)</li> </ul>	Advocacy Funding <b>RFP</b>	TBD	TBD	Year 1 or 2

##### Objective: 2) Children develop on track

	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
Prevention/Development	Engage parents, grandparents, caregivers and communities in creating quality early learning opportunities for young children to ensure parents and caregivers: <ul style="list-style-type: none"> <li>• are responsive to their child</li> <li>• extend their child's language and promote early literacy</li> <li>• understand that children are born learning</li> <li>• know that interaction in everyday moments encourages learning               <ul style="list-style-type: none"> <li>○ Born Learning campaign, includes:                   <ul style="list-style-type: none"> <li>▪ Educational materials                       <ul style="list-style-type: none"> <li>▪ Ages &amp; stages of development-birth to age 5</li> <li>▪ Are you baby smart</li> <li>▪ Child Care checklist</li> <li>▪ Everyday activities for dad</li> <li>▪ Family history projects</li> <li>▪ Learning on the go</li> <li>▪ Meal ideas</li> <li>▪ Playbook</li> <li>▪ Fun and games with songs</li> <li>▪ Make reading fun</li> <li>▪ Sleep diary</li> <li>▪ Understanding your child's feelings</li> </ul> </li> <li>▪ Born learning Trails &amp; Shop &amp; Learn campaign</li> </ul> </li> </ul> </li> </ul>	Collaboration Funding Public education & outreach Volunteers	TBD	TBD	Year 1

Pr	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
	Children enter Kindergarten with 3 of the 4 following readiness skills <ul style="list-style-type: none"> <li>Recognizing their letters</li> <li>Counting to 20 or higher</li> <li>Writing their names</li> <li>Reading/ pretending to read</li> </ul>	Funding RFP	TBD	TBD	Year 1 or 2
	Implement an assessment tool to identify potential delays and assess social and emotional competence, including: <ul style="list-style-type: none"> <li>communication,</li> <li>gross motor</li> <li>fine motor</li> <li>problem solving, and</li> <li>personal-social               <ul style="list-style-type: none"> <li>i.e.-Ages &amp; Stages questionnaire</li> </ul> </li> </ul>	Advocacy Funding Public education & outreach	TBD	TBD	Year 2 or 3
	Connect parents and caregivers with available services and resources <ul style="list-style-type: none"> <li>New Jersey 2-1-1 program</li> </ul>	Advocacy Collaboration Funding Public education & outreach	\$40,000		On-going

Community Change	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
	Advocate for increased oversight of licensed child care centers, including mandated annual inspections by the NJ Dept of Children and Families, Office of Licensing. This bill also includes provisions for DCF to post center inspections / outcomes and findings / complaints on a public accessible website that is kept current. <ul style="list-style-type: none"> <li>Assembly Bill, A3381 {Angelini, Wagner}.</li> </ul>	Advocacy		TBD	Year 1 or 2
	Support the development of a quality rating system in New Jersey for child care centers (currently in development)	Advocacy		TBD	Year 1 or 2
	Advocate for required complete background checks, including child abuse record inquiry and criminal on providers who regularly care for children – i.e. centers, family care providers, public school teachers	Advocacy		TBD	Year 1 or 2

## 2. Targeted Issue: After school programs

**Target Population(s):** Children & youth ages 5 to 18 and their families

**Objective: 1) Youth have access to high-quality out-of-school opportunities that are:**

- focused on their academic, social and emotional development, and
- offered in an enriching, safe and supportive environment

Basic	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
	Ensure students have the supplies they need to be successful in school <ul style="list-style-type: none"> <li>• UWMC SchoolTime Wishes school supply drive</li> </ul>	Volunteers		\$7,035	On-going

Prevention/Development	Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
	Close the achievement gap of the most at risk students by supporting tutoring and mentoring programs focused on academic success ; specific attention to ensure: <ul style="list-style-type: none"> <li>• 4<sup>th</sup> graders are proficient in reading</li> <li>• Students advance to the next grade level</li> <li>• Students improve their grades</li> <li>• Students attend school</li> </ul>	Funding <b>RFP</b> Volunteers	TBD	TBD	Year 1
	Support out-of –school opportunities for youth to develop competencies in nonacademic areas	Funding <b>RFP</b>	TBD	TBD	Year 1

		Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
Prevention/Development	Community	Increase the Developmental Assets <sup>1</sup> - relationships, opportunities, and personal qualities -that young people need to avoid risks and to thrive by: (HEALTH) <ul style="list-style-type: none"> <li>• Supporting and implementing evidenced based programs</li> <li>• Engaging adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods</li> <li>• Mobilizing young people to use their asst builders and change agents</li> <li>• Invigorating, expanding and enhancing programs to become more asset rich and to be available to and accessed by all children and youth</li> <li>• Influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society</li> <li>• Activating all sectors of the community-such as schools, congregations, youth, business, human services and health-care organizations-to create an asset-building culture and to contribute fully to young people's healthy development</li> </ul>	Advocacy Collaboration Funding <b>RFP</b> Public awareness & education Volunteers	TBD	TBD	Year 1

		Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
Community		Advocate for schools to become licensed to provide on-site after school care/programs	Advocacy		TBD	Year 1 or 2
		Work with schools to ensure students most at-risk are linked to after school/ out-of-school opportunities and programs that address the root causes of academic achievement	Collaboration Funding		TBD	Year 1 or 2

<sup>1</sup> Search Institute 40 Developmental Assets

### 3. Targeted Issue -High School achievement

Target Population(s): High school students and their families

Objective: 1) High school students' have the academic and life skills they need to succeed

		Strategies	Resources	UWMC Invest	UWMC leverage	Timeframe
Prevention/Development	Community	Ensure students are connected with needed resources to <ul style="list-style-type: none"> <li>○ Address learning disabilities</li> <li>○ Tackle physical health problems</li> <li>○ Treat substance abuse and mental health issues</li> </ul>	Collaboration Funding <b>RFP</b>	TBD	TBD	Year 1
		Engage students in learning <ul style="list-style-type: none"> <li>○ Increase opportunities for mentoring relationships</li> <li>○ Provide tutoring to address specific academic issues</li> <li>○ Ensure access to career and technical education</li> </ul>	Funding <b>RFP</b> Volunteers	TBD	TBD	Year 1
		Provide opportunities for youth to build social, leadership and employment skills through volunteering	Volunteers	TBD	TBD	Year 1 or 2
		Support families to improve academic achievement <ul style="list-style-type: none"> <li>○ Engage parents and caregivers as active partners in their children's education</li> </ul>	Funding Public awareness & education	TBD	TBD	Year 2 or 3
		Identify and implement prevention & intervention measures for students at risk of dropping out to ensure all High school students' graduate on-time: <ul style="list-style-type: none"> <li>○ Establish data collection and early warning systems</li> <li>○ Address the Risk Factors associated with dropping out</li> </ul>	Advocacy Collaboration Funding Volunteers	TBD	TBD	Year 2 or 3

## Appendix 1 – High-Risk Geographic Focus

- Asbury Park
- Bradley Beach
- Freehold Borough
- Highlands
- Keansburg
- Long Branch
- Neptune City
- Neptune Township
- Red Bank Borough
- S. Belmar/Lake Como
  - *Belmar-Belmar Elem serves Belmar and Lake Como*

## Appendix 2 - Factors That Influence Academic Achievement (Root Causes)

Including but not limited to:

- Absenteeism
- Child abuse & neglect
- Cognitive and emotional disabilities
- Cultural factors & language barriers
- Family & neighborhood/community violence
- High mobility
- Mental Health
- Parent involvement & support
- Physical health care & dental care
- Poverty & income
- School factors i.e. teacher training & support, curriculum, safe & nurturing environment
- Stable caregivers/home environment
- Student motivation & attitude, self-esteem
- Teenage pregnancy

## Appendix 3-Drop Out Risk Factors

### Individual student factors

- Cognitive and emotional disabilities
- Absenteeism, failure to progress from grade to grade and behavior problems
- High-risk behaviors
- Violence and crime
- Mental health needs
- Early adult responsibilities

### Family/primary caregiver factors

- High mobility
- Family disruption and adverse parenting/primary caregiver practices
- Primary caregiver disengagement

### School factors

- Lack of early warning systems
- Student disengagement
- Fostering an environment that is physically and psychologically unsafe
- Fostering an environment where educators do not feel empowered to share their own learning and improve their practice

### Systemic factors

- Poor coordination across systems
  - Juvenile justice
  - Mental health and substance abuse
  - Child welfare
  - Youth supporting organizations
- Lack of focus on educational attainment

## Appendix 4 –Search Institutes 40 Developmental Assets

### Internal Assets

#### Commitment to learning

- Motivation to mastery/achievement motivation
- Engagement in learning experiences/school engagement
- Home-program connection/homework
- Bonding to programs/school
- Early literacy/reading for pleasure

#### Positive values

- Caring
- Equality and social justice
- Integrity
- Honesty
- Responsibility
- Self-regulation

#### Social competencies

- Planning and decision making
- Interpersonal skills/competence
- Cultural awareness and sensitivity/competence
- Resistance skills
- Peaceful conflict resolution

#### Positive identity

- Personal power
- Self-esteem
- Sense of purpose
- Positive view of personal future

### External Assets

#### Support

- Family support
- Positive family communication
- Other adult relationships
- Caring neighbors
- Caring climate in child care & education settings/school
- Parent involvement in child care & educational settings/school

#### Empowerment

- Community cherishes and values young children
- Children seen as resources
- Service to others
- Safety

#### Boundaries and expectations

- Family boundaries
- Boundaries in child care and educational settings/school
- Neighborhood boundaries
- Adult role models
- Positive peer relationships
- Positive expectations/high expectations

#### Constructive use of time

- Play & creative activities
- Out-of-home and community programs/child youth programs
- Religious community
- Time at home