**2 0 1 5**

**Education Clinic Inc.**

***formerly***

***St Aloysius Education Clinic***

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Summer Job Opportunity

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**Website**

www.educationclinicinc.org

**Google Group**

www.groups.google.com/group/st-als-ed-clinic-network

**Facebook Page**

The St. Aloysius Education Clinic Family Group

The St. Aloysius Education Clinic Alumni

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Boardmember Riffington, RIF Mascot Former JEDI Participant

**Job Education Development Initiative**

**(J.E.D.I.) Program**

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**The Education Clinic Inc.** is a non-profit organization which is dedicated to providing educational and other programs to children with the conviction that education and opportunity are extrinsically linked. Founded in 1979, the Clinic has since expanded from a small community based organization into a thriving education clinic which serves children from ages 3-21, from all boroughs of the city, Nassau, Rockland, Westchester counties and Northern New Jersey. Every year The Clinic evaluates its program and responds to the needs of the community, and expands its enrollment and programs to accommodate the needs of the community**.**

Affectionately known as "The Clinic" **The Education Clinic Inc.** can be summed up in one simple word, *"Opportunity."* We offer opportunities for

 Academic improvement and enrichment

 Cultural and recreational activities to stimulate the imagination & broaden horizons

 Summer work and experience

 Preparation & support for entrance to competitive elementary & high schools as well as college

 An interest in reading to be stimulated

 Mentoring and family support

The opportunities, which we have extended to our students, have aided in our alumni attending and graduating from such fine institutions as Yale, Harvard, Cornell, Williams, Amherst, Wesleyan, University of Pennsylvania and a host of other colleges and universities.



**The Education Clinic Inc. Summer Programs:**

The Education Clinic Inc. holds two summer academic programs. One is our *summer academic enrichment program*, which is open to children from age three through seventh grade. Children in this program receive reading and math instruction based on an initial test of skills mastered and skills not yet mastered. In the afternoon we have recreational and enrichment activities.

The second program which runs for the same dates and the same time is the *A.A.C.E. program* which is an accelerated program for children currently in grades K-7. The children in this program must be above grade level in reading and math. They will receive instruction in reading, math, english and writing in the morning and recreation and enrichment activities in the afternoon.

These are 5-week academic / recreational programs. Teachers and J.E.D.I. youth counselors work with children in a ratio of 5:1 in small class settings. Academic needs range from below grade level to above grade level. Special needs children who are able to function in a regular class setting are also included in this program. The school day is balanced with morning academics and afternoon activities. Homework is given daily. The goal of the Summer Enrichment Program is to solidify the skills of the current grade as well as to give a foundation for the upcoming grade.

 

**I - The J.E.D.I. Program**  Is a program which provides work-training experience during the summer for teenagers who have graduated from our program or live in the community. High school students are given the opportunity to become junior counselors; college students to become senior counselors; and, college graduates to become assistant teachers / teachers. Because they are students, J.E.D.I. participants are paid a weekly stipend. Stipends vary from grade to grade.

Advertising for JEDI is done via our facebook page, website, google group, vast alumni and parent email bank, aim and texting network, and word-of-mouth. Public, private, parochial school principals, head counselors, parent coordinators in Central Harlem are sent flyers.

The majority of our JEDI applicants reside in New York City’s Harlem and the Bronx, in traditionally disadvantaged neighborhoods. Most JEDI applicants attend NYC Public High Schools including Charter schools and NYC Catholic High Schools. Many of our applicants were students which came through the St. Aloysius Education Clinic “Enrichment and / or AACE Program.

**II - Expectations of JEDI participants**

During the A.M. participants will be expected to tutor. These outline the daily procedures to be followed during the tutorial period (8:30-11:30). During the P.M. it is the J.E.D.I. participants responsibility to provide enrichment for the children. Each grade is assigned a mandatory theme, which can be implemented in a variety of ways, one afternoon a week. Videos are available. Trips will be planned in advance

**III – JEDI Recruitment**

Every year the first Saturday in February becomes an open house for those wishing to be a participant of the JEDI program. Here they test and fill out paperwork, deadlines are given for job related documents.

From the paperwork that each perspective JEDI participant submits we can accumulate data on such things as:

 Schools attended 

 Academic average

 Income class

 Those that receive free lunch 

 At-risk youth

 A view into their day to day activities

 Left or right-handed

From here on in emails are used for job-related correspondences; aim, text and telephone for mentoring, check-ins, etc., and documents for acceptance or denial.

**IV - Statistics**

**2009** 141 Teens applied for JEDI positions **2010** 191 Teens applied for JEDI positions

64 were hired 62 were hired

2 attended summer school 2 attended summer school

3 teens did not get a position, yet volunteered

**2011** 191 Teens applied for JEDI positions **2012** 144 Teens applied for JEDI positions, of which:

64 were hired 5 found other jobs

3 attended summer school 3 must attend summer school

2 are not currently attending any school

**2013** 129 Teens applied for JEDI positions **2014** 119 Teens applied for JEDI positions

65 were hired 41were hired

8 teens volunteered 16 teens volunteered

**2015** 143 Teens applied for JEDI positions

 45 were hired

9 teen volunteered

**HISTORIC DEMOGRAPHICS**

**African American 82% Hispanic 5%**

**Caucasin 2% Other 1%**

**Male 31% Female 69%**

**TARGET POPULATION**

The majority of JEDI applicants reside in New York City’s Harlem and the Bronx, in traditionally disadvantaged neighborhoods. Most applicants attend NYC Public High Schools including Charter schools and NYC Catholic High Schools. Many students have come through the Education Clinic‘s “Enrichment or AACE Programs.

They are limited and driven by increasing tuition costs, have limited financial support, the need (as a teenager) to buy what they want (independence of style), and basically gain that sense of responsibility.

We are currently interacting with many of those former JEDI participants. 6 High School Juniors volunteer on Saturdays and 21 are enrolled in our S.A.T. prep classes.

Recognizing that academic support alone is not enough to keep students in school and that they sometimes need individual support and mentorship to feel connected to the campus community, we are currently interacting with 19 College Freshmen, 12 Sophmores, and 16 Juniors through their College experience.

 It is expected that many of our 2016 JEDI will be added to our current figures.

As of right now we are anticipating employing 50 teenagers dependant on enrollment and funding based on the following:

 Employment & placement testing grades

Timeliness of paperwork

Mandatory workshop attendance

Inspection of their individual social networking sites (i.e.,facebook, instagram, etc.)

Acquiring documents for their college prep folders.

**V –** **JEDI Acceptance**

Once chosen, several workshops must be attended, among them:

Employee manual, guidelines and policy review

Comportment and attitude amongst students, peers, parents

Group traveling, fire & safety procedure reviews

Safer environment & Bullying

Two Job related training workshops (testing procedures and paperwork)

Those participants accepted are paid a weekly stipend according to grade. Funding for these stipends come from:

New York City

Foundations

3 individual who sponsor 3 participant for the 6 weeks of employment

Summer enrollment fees

We used to receive 75K from TD Bank as well as funding from several other Banks. Our loss of funding from so many angles greatly affects our ability to offer job opportunities to many.

**VI - Educational Component**

Not only is the JEDI program a job development opportunity but it also does hold a certain educational component. That component is that every JEDI participant has to read a book from a list provided and provide a written analysis on the last day of their summer employment.

**VII – Scholarships**

At one of our graduation ceremonies for the students, from the JEDI participants are chosen three who will be recipients of:

**The Joan Hunter Memorial Scholarship** (generally given to a teacher to further his/her studies): excellent time and attendance; a positive attitude toward work and children; paperwork is in order and on time; able to receive constructive criticism and a willingness to change when necessary; adherence to policy and procedure; self- motivated; dedication above and beyond the call of duty; years of service.

**The Dr. Kimonsky Scholarship** generally given to an individual who went to a public school in District 5 and is entering or is currently attending college

**The Anne Brown Memorial Scholarship**

**The Cooper Stock Mathematics Scholarship**

**VIII –** **JEDI Denials**

Those participants not accepted will receive:

Other potential employment initiatives from such places as the Mayors Office

A statement advising them that their denial this year will in no way affect their application in upcoming years

**IX - Evaluation**

**Administrative level:**

Time sheet monitoring of attendance and hours.

Frequent interpersonal contact.

**Employer level:**

Employers monitor attendance and hours.

Provide periodic assessments of performance.

**Participant level:**

Participants fill out extensive questionnaires at periodic intervals and are asked to assess and criticize the program.

**Internal staff monitoring**:

Weekly personal contact with participants.

**Board of Directors level**:

Administrative staff is intensely involved with all phases of the program. Real time reports are made as needed and all staff have personal, hands-on experience with all facets of the pogrom.

**Criteria for evaluation of program at the Board level include:**

How many participants dropped out of school while in the program?

How many participants of the program encountered problems with the law while in the program?

Did participants maintain acceptable grade levels or improve?

Did school attendance remain acceptable / improve while participants were in the program?

An Annual Report is issued under the oversight of the Board to grant makers and other contributors of the program on a yearly basis. Please see attached (2014/2015 Annual Report.

**X - Funding Request**

This request for $25,000 will allow us to continue to serve low income students from Central Harlem and other poor areas of New York City. The latest census data indicates that half of Harlem youth are unemployed. Additional data indicates that these same youth are deficient in skills needed to secure work. I believe that our Job Training Program does benefit young people and keeps them from criminal behavior.

The job-training program prepares high school and college youth for the world of work while giving them an opportunity to give back to their communities by tutoring in reading and math. Youth receive a stipend based on their year in school. All youth must be in school and must follow basic rules and routines. This is accomplished through workshops.

The JEDI Program was from the beginning conceived to be more than the usual summer job. It was conceived to be a JOB. It was formulated to be a process of seeking and securing a position and of acquiring an EDUCATION. It was imagined to be a DEVELOPMENT or learning process that the student would be going through as a process of natural growth. It was conceptualized as being an INITATIVE or a beginning for the individual students as well as for the St. Aloysius Education Clinic. Therefore, the title for the project JOB EDUCATION DEVELOPMENT INITIATIVE Program (JEDI) was born.

70% of this funding request will be allocated to stipends for participants. The 30% balance will be allocated to operating expenses. Please see attached (Proposed Operating Budget).

**OUR SUPPORTERS**

The Education Clinic, Inc. gratefully acknowledges the following for their support, encouragement and guidance

Altman Foundation

Apple Bank

Atlantic Philanthropies

Charles Hayden Foundation

Emigrant Bank

Harlem Academy

Herzfeld Foundation

Jack and Jill

Milken Family Foundation

Paul E. Kelly Family Foundation

Pinkerton Foundation

Reading is Fundamental

T.D. Charitable Foundation

Two West Foundation

**BOARD OF DIRECTORS**

The Education Clinic, Inc. has the leadership of a healthy, diverse Board who believe in the work and the outcomes it produces

Ms. Vickorianna Gardner- Davis (Chair)

Ms. Joanne McEachern (Vice Chair)

Ms. Beth Pettit (Secretary)

Ms. Patricia Boyd, CPA (Treasurer)

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Ms. Nailah Ricco, ESQ

Sister Loretta Theresa Richards, FHM

Mr. William Allen



Our mentors are not Summer Youth Employment Program (SYEP). They are students from the 9th grade thru College, most of whom have graduates from our program. Due to the fact that over 175 students vie for approximately 55 positions there is a very competitive process to become a mentor. However, once chosen, their first five mandatory workshop days are dedicated to work training experience. Topics include employee manual, guidelines and policy review; comportment and attitude amongst students, peers, parents; group traveling, fire & safety procedure reviews; safer environment & bullying; as well as two job related training workshops (testing procedures and paperwork)

Not only is the JEDI program a job development opportunity but it also does hold a certain educational component. That component is that every JEDI participant has to read a book from a College list provided and submit a written analysis on the last day of their summer employment.

The JEDI program has enriched core curriculums to hundreds and enriched teens with a range of job skills, confidence, and competencies which enabled them to gain access and acceptance in the workplace, and among their cohorts.

This work-training experience during the summer has given high school students the opportunity to become junior counselors; college students to become senior counselors. Because they are students J.E.D.I. participants are paid a weekly stipend. Stipends vary from grade to grade.

The stipends are based on grade and length of employment with “the clinic”. Adopting a mentor would mean donating their salary for this six week period. The base pay for these mentors is as follows:

9th  110 weekly 6 weeks = 660

10th 125 weekly 6 weeks = 750

11th 135 weekly 6 weeks = 810

12th 150 weekly 6 weeks = 900

1st Year College 175 weekly 6 weeks = 1050