

OUTREACH & SERVICES

One Block Over: A Multimedia Project of the West Side Path Community

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- **Funding Source:** U.S. Department of Housing and Urban Development
- **Amount of Funding:** \$3,000
- **Dates:** Spring 2000

Abstract: “One Block Over: A Multimedia Project of the West Side Park Community” was designed to explore ways in which multimedia tech-

nology can be used to engage youth in identifying and responding to issues that affect their community. It builds upon a pilot program, “A Day in Newark,” in which high school and college students worked collaboratively to create a book that captured their views of different Newark communities. The goal of the program was to bring students and faculty together in an extracurricular activity that would spur student interest in composing in multimedia and strengthen academic strategies, including writing and revision. The students used digital cameras and computers to design and publish a book. ■

Residents’ Yellow Page

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- **Funding Source:** Department of Housing and Urban Development
- **Dates:** Spring 2001

Abstract: Working with the Newark Housing Authority, the Newark Center for Families and Communities produced a 240-page directory of neighborhood and community resources. This was the first comprehensive directory of resources ever produced and provided to tenants in Newark's public housing. ■

Rutgers Environmental Law Clinic

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- **Collaborator:** Various nonprofit agencies and community groups throughout New Jersey
- **Funding Source:** Funding provided by various sources
- **Dates:** Ongoing

Abstract: The following seven cases involve the Rutgers University Law Clinic's representation and investigation of urban environmental issues.

Green Acres Inventory Preservation—Plainfield. On behalf of the Sierra Club and a grassroots citizen group, the Law Clinic challenged the City of Plainfield's petition to the Green Acres program to remove a 4-acre parcel from the city's Recreation and Open Space Inventory. Union County is seeking to build a 100,000-square-foot office building on the parcel, which currently serves as the town green. The Appellate Division reversed the New Jersey Department of Environmental Protection's approval, and the parties have filed a Petition for Certification in the New Jersey Supreme Court. (Amendment to

Recreation and Open Space Inventory of the City of Plainfield, 353 N.J. Super; 310 [App. Div. 2002].)

Transportation Trust Fund—urban areas. The Law Clinic represented the Tri-State Transportation Campaign in this matter. The New Jersey Legislature included in the Transportation Trust Fund reauthorization bill a "fix it first" amendment requiring that funds first be used for existing infrastructure repairs rather than for new construction. The Law Clinic filed a complaint against the New Jersey Department of Transportation, and the matter is now pending in the Appellate Division.

Contaminated Site—Long Branch. The Law Clinic has been approached by a community group composed of residents of a federally funded housing project in Long Branch to investigate the ongoing remediation of a hazardous waste site. The site adjoins the low-income housing project and a community day care center, and the residents have complained that the site is affecting public health.

Investigation of Newark Bay. Severe contamination of the Newark Bay complex has contaminated fish and shellfish that live and migrate there. Many subsistence fishermen depend on these fish and shellfish as a large component of their daily diet, and hence face a serious health (including cancer) risk. The Law Clinic and its clients wish to draw attention to this problem as a means of encouraging enforcement and/or public awareness. On the basis of the information it has obtained, the Law Clinic is preparing a request for a thorough investigation of Newark Bay.

Liongate Site—Bloomfield. The Law Clinic represents the Bloomfield Third Riverbank Association in a challenge to the proposed development of the site, located in the floodplain of the Third River that

allegedly contains mercury, raising serious public health and flooding risks in Bloomfield.

Rhodia—New Brunswick. The Law Clinic represents the Edison Wetlands Association regarding the discharge of toxic pollutants resulting from Rhodia's specialty chemicals facility into the Mile Run Brook in New Brunswick. The New Jersey Department of Environmental Protection allowed this discharge to continue unabated after the signing of a 1987 consent order. The lawsuit resulted in the construction of a barrier wall and the installation of pumping wells to control the discharge. In addition, the Department of Health and Senior Services is examining the impact on the residents of a low-income housing project downstream from the facility.

Lake Restoration—Newark. The Law Clinic is assisting a grassroots organization to identify and reduce or mitigate pollution discharges to Weequahic Lake, an 80-acre lake located in Newark's Weequahic Park. The clinic is investigating illegal discharges into the lake that harm water quality. ■

Urban Legal Clinic—Criminal Defense Project

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- **Funding Source:** Rutgers University
- **Dates:** Ongoing

Abstract: The Urban Legal Clinic's Criminal Defense Project represents clients charged with minor criminal offenses whose cases are before the Essex County Special Remand Court and who otherwise would have been represented by the Public Defender's Office. The project also provides students with an unparalleled opportunity for in-court advocacy experience and intensive client contact. The project takes on approximately 75 new clients per year.

Students—accompanied by a Legal Clinic faculty member—go to court at least once each week for the purpose of meeting new clients. During the initial court session, they conduct client interviews, counsel clients regarding plea offers, negotiate with prosecutors, and consult with co-counsel. They also appear in court weekly on behalf of clients for arraignments and bail applications.

Following the initial appearance, students conduct site investigations, identify and interview witnesses, engage in discovery and motion practice, and (in many instances) prepare the case for trial. Students conduct suppression hearings and bench trials, as well as oral arguments on sentencing and other issues, under close faculty supervision. Through the legal research and writing demanded by their cases, they gain a practical and sophisticated understanding of criminal law and procedure. They also handle tangential matters, such as expungement petitions, for their clients.

Work on behalf of clients is augmented by weekly project meetings, during which students conduct simulated hearings, hear from guest lecturers, and brainstorm about their cases. They also go on field trips, which are intended to expose them to the often harsh realities of the criminal justice system. Recent excursions have included the Essex County Jail Annex; Delaney Hall, a privately run, treatment-based al-

ternative incarceration site; the New Jersey Supreme Court; and the New York City Family Court.

The project has also participated in several initiatives aimed at enhancing court–community–Law School relationships. Earlier this year, the Special Remand Court conducted a session at the Law School to permit other students to observe the court in action and, at the same time, invite the community into the school. This effort was so successful that it is likely to be repeated next year, and other trial courts may conduct sessions at Rutgers.

In addition, clinic faculty have partnered with the New Jersey Institute for Social Justice and the court system on a project to assist individuals reinstate suspended driver's licenses through consolidation and repayment of fines, allowing them to return to work. Clinic students will help the staff of the Institute for Social Justice write a manual on license reinstatement and, ultimately, represent people seeking reinstatement before a tribunal established as a pilot project. Finally, clinic students and faculty occasionally analyze, comment on, and testify about pending criminal-justice-related legislation, in an effort to bring the Law School's expertise to bear in public policy debates. ■

Women and AIDS Clinic

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- **Dates:** Ongoing

Abstract: The mission of the Women and AIDS Clinic is to provide free legal services to improve the lives of women and children who are affected by HIV and AIDS. The Women and AIDS Clinic is staffed by second- and third-year law students under the supervision of an experienced attorney. In addition to providing free legal services, the Women and AIDS Clinic conducts community outreach and training seminars on issues affecting persons living with HIV and AIDS. ■

Urban Legal Clinic—Civil Section

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- **Dates:** Ongoing

Abstract: Students in the civil section of the Urban Legal Clinic handle a wide variety of civil cases, primarily in the areas of housing, family, consumer, and Social Security disability law. Housing cases typically involve defending eviction actions, helping tenants obtain needed repairs, litigating actions to recover tenants' security deposits, and fighting illegal rent increases. Consumer cases include such topics as real estate, home repair, and car repair or purchase scams. Family cases may deal with anything from "simple" divorces, domestic violence,

and child support hearings to more complex divorces dealing with real estate, child support, custody, alimony, pension, and other equitable distribution issues. The Social Security cases typically involve representing clients who have been denied benefits and are appealing their denials, either before administrative tribunals or appellate courts. Students handle all aspects of proceedings, including interviewing and counseling clients; negotiating with adversaries; writing pleadings, motions, and briefs; and conducting depositions and trials.

The Urban Legal Clinic is part of the litigation team for a 12-year-old lawsuit concerning federal land use discrimination that Professor Dubin helped initiate while on the National Staff of the NAACP Legal Defense Fund: *Newark Coalition for Low-Income Housing v. Newark Housing Authority (“NHA”) & U.S. HUD, No. 89-1303 (DRD)*. The lawsuit seeks to prevent the NHA and the U.S. Department of Housing and Urban Development (HUD) from demolishing all of Newark’s high-rise public housing projects without providing suitable replacement housing. It also seeks to correct stark racial imbalances in the NHA’s North Ward projects, to repair and fill more than 2,000 vacant units from among the many homeless and inadequately housed families on the NHA’s waiting list, and to prevent ongoing mismanagement in the construction and maintenance of public housing.

Working along with lead counsel, Adjunct Professor Harris David of Legal Services of New Jersey, the ULC successfully challenged the NHA’s failure to implement a mobility program designed to provide a wide choice of relocation housing in nonracially and noneconomically affected areas (with superior municipal services, public schools, and amenities) to the more than 1,000 families being relocated from the Stella Wright high-rise projects in Newark’s Central Ward that were

demolished in the spring of 2002. Under HUD’s HOPE VI program, tenants whose projects are demolished are supposed to receive meaningful opportunities for improved housing and life opportunities through relocation choices in better-served suburban communities as well as the opportunities to return to townhouses in the soon-to-be-revitalized location of the demolished projects. The vast majority of tenants had been relocated in similarly distressed public housing projects in underserved inner-city communities.

ULC students helped organize Stella Wright tenants and advise them of their relocation rights, conducted surveys of the NHA’s treatment of tenants in the relocation process, and prepared and presented affidavits and survey summaries to the court on the failure of the NHA’s mobility program at an evidentiary hearings on October 4 and December 4, 2000. After the hearings, U.S. District Judge Dickensen Debevoise entered an order removing the mobility program functions from the NHA due to its nonperformance and requiring the retention of an outside receiver or entity to perform those functions. This episode in this now historic lawsuit was chronicled in the Newark *Star-Ledger* (see, e.g., Christine Baird, “NJ Judge Scorches Newark Housing Authority—Jurist Faults Administrative Roadblocks in Redevelopment of Stella Wright Homes,” *Star-Ledger*, December 5, 2000, and “Administrative Roadblocks in Redevelopment of Stella Wright Homes,” *Star-Ledger*, December 5, 2000). ■

University Ventures, Inc.

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- **Dates:** Ongoing

Abstract: University Ventures, Inc. (UV, formerly named the Rutgers Minority Investment Company), was started in 1970 as a Specialized Small Business Investment Company (SSBIC) to provide financing to minority small businesses. UV, which is located at the Rutgers Business School, has made 249 investments totaling \$5.3 million since 1970. UV estimates that it has created nearly 1,000 jobs, more than \$14 million in wealth, and more than \$19 million in annualized wages of businesses it has financed. Most of UV's investments have been in the form of subordinated debt with equity features and have been made to minority companies in urban areas of Northern New Jersey. Using MBA students and, in some cases, faculty members within the Rutgers Business School, UV has been able to provide management support and technical assistance to many of the minority businesses it has financed.

Although UV has had no new capital of its own to invest, during the past 7 years it has continued to support minority business through its contract with Triad Capital in New York, another SSBIC. UV, as the investment manager for Triad approved by the U.S. Small Business Administration, is responsible for analyzing, evaluating, conducting due diligence on, pricing, and structuring Triad's investments. Triad is a

wholly owned subsidiary of the National Minority Supplier Development Council Business Consortium Fund in New York. Most recently, UV signed an agreement to provide management consulting services to East Coast Ventures, Inc., which is another SSBIC in New York. ■

Project GRAD (Graduation Really Achieves Dreams)

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- **Funding Source:** Project GRAD Newark
- **Amount of Funding:** \$101,000
- **Dates:** Summer 2002

Abstract: Project GRAD Newark is a whole school reform initiative through the Newark School District designed to raise the academic performance of low-performing Newark schools and promote high school graduation and college attendance for Newark youth. GRAD currently operates at Malcolm X Shabazz and Central High Schools. The 4-week 2002 Rutgers–Newark summer program, one of eight college sites (including North Carolina State University), served approximately 56 rising juniors, most of them returning for their second year in the program. In addition to language arts and math, the students were exposed to college-level microbiology and participated in workshops on multiple intelligence. As part of the diversity series, students met and talked with Jim West, an African-American who invented the cordless microphone while working at Bell Labs. As part of its efforts

to continue building up the academic skills of students, the theme of the summer program was “Newark, a Community Classroom,” and students engaged in an oral history project on Newark that was presented to the Newark City Council in the fall. ■

Institute for Critical Thinking

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- **Funding Source:** Lucent Technologies
- **Dates:** 2001

Abstract: The Institute for Critical Thinking is a feeder program into the Saturday Academy, which prepares tenth graders for the more intensive SAT preparation program. In 2001, the institute served approximately 55–58 students, double the number of previous years. The curriculum was developed to familiarize students with analysis, synthesis, and evaluation of verbal exercises and interdisciplinary mathematics and scientific functions, and to lessen test anxiety, a big problem among urban youth. ■

Saturday Academy: SAT Preparation and Research

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- **Funding Source:** Lucent Foundation
- **Amount of Funding:** \$127,000
- **Dates:** Ongoing

Abstract: Saturday Academy provides SAT preparation training to Newark-area high school students. The program consists of intensive training workshops conducted on 10 consecutive Saturdays in the spring and 10 Saturdays in the fall. In addition to test preparation, the program supplies students with college application workshops and field trips to local campuses. The purpose of the research is to determine whether and to what degree this program improves students SAT performance. It also explores the degree to which other circumstances in students’ lives, such as school climate and home environment, contribute to SAT performance, and how these ecological factors interact with the program in improving SAT scores. Initial research results are highly encouraging, showing an average 51 point gain on SATs after 10 weeks of spring SAT participation. ■

St. Matthew Neighborhood Improvement Development Association Youth Entrepreneurial Program

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- **Funding Source:** St. Matthew NIDA
- **Amount of Funding:** \$25,000
- **Dates:** 2002-3

Abstract: The Youth Entrepreneurial Program (YEP) is a cooperative effort of Campus Information and Conference Services and the New Jersey Small Business Development Center. YEP serves approximately 40 students recruited from grades 9 through 12 in Essex County. The program focuses on strengthening various self-sufficiency skills in adolescent youth of families that are Essex County Welfare-to-Work recipients. YEP serves as an after-school and Saturday program designed to teach youth the basics of entrepreneurship, information technology, and work readiness by allowing them to develop and implement of their own micro business. YEP also provides students with choices, by giving them access to higher education (in 2- and 4-year institutions). In addition to an intensive curriculum, the program provides an opportunity for youth to be exposed to role models with hands-on experience as business owners. ■

Future Business Computer Programmers

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- **Funding Source:** Prudential Insurance Company of America
- **Amount of Funding:** \$24,600
- **Dates:** Every Summer

Abstract: Future Business Computer Programmers provides students between 13 and 17 years of age with an intensive introduction to computer technology. The 2-week, full-day summer program offers students from Newark and South Orange hands-on computer laboratory experiences, classroom instruction, workshops, and peer group learning. Participants are exposed to the academic skills necessary for computer science majors at the college level. Students learn to write computer programs, develop graph data, and create sales and payroll reports using Microsoft Excel. Students are also assigned research projects involving the Internet, electronic mail, and Web page design. ■

Upward Bound Program

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- **Funding Source:** U.S. Department of Education, Office of Postsecondary Education
- **Amount of Funding:** \$800,000
- **Dates:** 1999–2003

Abstract: Upward Bound provides academic preparation for low-income and potential first-generation college students. In 2002, the program served approximately 73 high school students (9th–11th grades) from distressed communities in Newark and surrounding areas. The program provides academic courses, with an emphasis on mathematics, science, and languages (including introductions to Portuguese and Japanese). Newark graduated its first cohort of seniors in June 2002. The graduation rate was 100% and the college acceptance rate was 100%, with 40% of the graduating class being admitted to Rutgers University. ■

Community Law Clinic

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- **Funding Source:** Funding provided by various sources
- **Dates:** Ongoing

Abstract: The Community Law Clinic (CLC) is a teaching program that provides pro bono corporate and transactional attorney services to New Jersey–based nonprofit corporations. CLC provides legal services to organizations that offer programs and services geared to the needs of poor and low-income people, primarily in the City of Newark and nearby urban areas. CLC also serves small and emerging for-profit business that contributes to the revitalization of urban New Jersey. At the same time, the program is training a cadre of future lawyers skilled in, and dedicated to, helping community organizations develop, expand, and improve their communities. CLC is involved in five ongoing projects in the community:

Enterprise Development Center. CLC provides transactional legal assistance to entrepreneurial business and individual entrepreneurs who participate in the New Jersey Institute of Technology’s Enterprise Development Center, a technology-oriented small business incubator that provides clients with technical assistance, managerial counseling, and access to capital. The new Lautenberg Entrepreneurial Assistance Program has enabled CLC to expand its staff of clinical professors and attorneys as well as the number of experienced upper

class students who can participate in this project with the New Jersey Institute of Technology.

Small Business Development Center. CLC works with the Small Business Development Center to advise its clients on topics related to starting a business in New Jersey. These topics include business plans, employment issues, taxes, facilities, and financing.

Charter schools. CLC provides legal assistance to several local charter schools. The schools are counseled on the legal implications of potential regulatory violations, and appropriate corrective actions are suggested. Additional services also include reviewing and revising school contracts regarding security, leasing, and medical services. CLC also conducts research regarding educational law to ensure compliance with the New Jersey Public School Contracts Law and statutory certification requirements. Preventive measures are taken by counseling schools on the handling of employment issues, including standardizing contracts and addressing disputes as quickly and effectively as possible. CLC also has created in-service presentations that are delivered on-site to the charter school staff and administrators.

Revaluation in the City of Newark. Revaluation is the process of reassessing property within a municipality to assure fairness and consistency in property taxation. Newark completed its last property revaluation in 1962. The State of New Jersey recently took steps to force Newark to undertake a revaluation. CLC has conducted research on how the revaluation will affect Newark homeowners. An informational presentation has been created to educate Newark residents.

Science Park. The Science Park is a collaborative venture for economic development and community change sponsored by the Council for Higher Education in Newark. CLC works with both Science Park, Inc., and Science Park Residence, Inc., to address issues related to developing the Science Park. These issues include working with the planning and zoning boards, helping to secure financing, and helping to ensure that the relocation of former residents takes place without incident. ■

Friday Afternoon Chemistry Outreach

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- **Collaborator:** 4–6 Rutgers–Newark Chemistry Faculty Members
- **Dates:** 5–10 Friday Afternoons during Spring Terms

Abstract: Under this program, chemistry faculty runs demonstrations and hands-on experiments on 5–10 Friday afternoons during spring terms with one or two separate groups of high school students and their teachers. The program has been running every spring since 1994 with students from high schools in Jersey City, North Bergen, and Newark (Arts High). Groups of about 10 students from one or two high schools visit with their science teachers and work with chemistry faculty in one of the teaching laboratories. ■

Greater Newark Safer Cities Initiative

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- **Funding Source:** Attorney General, State of New Jersey
- **Amount of Funding:** \$94,649
- **Dates:** Ongoing

Abstract: The Greater Newark Safer Cities Initiative (GNSCI)—the first partnership of its kind in the State of New Jersey—is a unique collaboration among criminal justice agencies, community-based and faith-based groups, social service and treatment providers, private organizations, the business community, and the School of Criminal Justice at Rutgers University in Newark. GNSCI’s immediate objectives are to prevent violent crime in Newark, alleviate fear, improve the quality of life in the city’s residential neighborhoods and business districts, and create a climate in which the local economy continues to develop and flourish. In the long term, GNSCI is working to forge a permanent partnership among government, law enforcement agencies, and the public with the capacity to successfully manage future community safety problems and concerns.

GNSCI engages at-risk individuals in danger of becoming victims or perpetrators of violent crime. At-risk individuals are given a stark choice: either redirect their lives with help from GNSCI’s social service, substance abuse, community-based, and faith-based partners, or face swift and certain justice from the criminal justice agencies for any future violent behavior. At-risk individuals are brought together and

informed of the “new rules of the game” in law enforcement—that is, swift and sure criminal justice consequences will result if they engage in future violence. In addition, attendees are presented with information to help them access social service and treatment providers, counseling from clergy, educational and employment and training programs, and other programs they may need to make the transition from violent behavior to a more productive life. Notification sessions are intended to send the message that violence is taken seriously to a larger audience as well, including potential offenders, and friends, family, and associates of identified at-risk individuals.

To promote accountability by at-risk individuals, and to ensure that delivery of services actually takes place in accord with promises made to them in notification sessions, group members attend monthly accountability sessions structured along the lines of the drug court model. Underscoring the unique partnership among government, law enforcement agencies, and the community, these sessions are held in churches, offices of social service agencies, and courtrooms in Newark. Case conferencing sessions are held biweekly to discuss the progress of individual cases.

GNSCI uses a community justice framework that relies on the presence of non-law enforcement partners to shape virtually all GNSCI planning and implementation activities. This has increased the sense of accountability of law enforcement agencies to the local community. At the same time, law enforcement agencies, social service and treatment providers, and faith-based representatives are challenged to offer their services and to cooperate with each other in new ways. For identified community problems, GNSCI conducts a problem-solving effort utilizing both crime data collected and analyzed by GNSCI pro-

gram staff at the School of Criminal Justice at Rutgers–Newark and also other types of information available in the community. ■

GlassRoots, Inc.

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- **Funding Source:** Geraldine R. Dodge Foundation
- **Amount of Funding:** \$20,000
- **Dates:** Ongoing

Abstract: GlassRoots, Inc., is a program for Newark youth that offers training in glassmaking, design, and business skills. Building on the concept of sequential arts training, youth have already learned how to make lampworked glass beads, cast glass, and glass tiles. A similar, sequenced graphic arts program utilizes both traditional and contemporary methods of production, leading to professional-level graphics and promotional materials. Finally, business skills training helps students market their works through art fairs and limited exposure on a website. Ultimately, this training is expected to culminate in a student-run gallery similar to two national models, Gallery 37 for urban youth in Chicago, and Ya Ya, a gallery of arts furniture created by teenagers in New Orleans.

Rutgers University business students are key players in Glass-

Roots. Thus far, several teams of students have helped design the budget and business plans, a marketing plan, and links to potential community partners. Design students created the GlassRoots logo, and the name GlassRoots originated in a fund-raising class: Rutgers students will continue to play key roles in the program, as well as becoming mentors to GlassRoots team members. ■

Newark Professional Development and Outreach Group

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- **Department:** St. Peter's College
- **Funding Source:** Institute for Advanced Study and State of New Jersey
- **Amount of Funding:** \$20,000
- **Dates:** 7/01–7/02

Abstract: The proposed project is to establish and support the initial year (2001–2) of the Newark Professional Development and Outreach (PDO) group. The group initially consisted of six high school mathematics teachers, four of whom attended the 3-week Park City Mathematics Institute in the summer of 2001. The group expects to recruit additional teachers in coming years. Membership will be by invitation to maintain a high level of quality in members interested in being teacher-leaders. Goals include deepening and broadening the teach-

ers' knowledge of mathematics, and exploring ways to bring this knowledge into the classroom.

The group will meet regularly throughout the year to learn and discuss mathematics. It expects to hold at least six site meetings. The focus of these meetings will be on the mathematics being taught, elements of teaching, and collaboration in sharing expertise with colleagues in Newark, the state, and the nation. The group expects to run departmental in-service workshops, and it will explore the possibility of also running workshops for middle school teachers of mathematics. ■

NSF Graduate Teaching Fellows in the Newark Public Schools

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- **Funding Source:** National Science Foundation
- **Amount of Funding:** \$1,002,908
- **Dates:** 9/01–6/04

Abstract: Through a collaboration with the Newark Museum and Kids Corporation (a local nonprofit organization serving Newark children), Rutgers faculty, graduate students, and advanced undergraduates work with elementary and middle school teachers to develop and teach science minicourses. The goal is to strengthen the science education programs of the program partners. The program involves 15

graduate students and 10 advanced undergraduates. Each minicourse consists of eight classes of 40–60 minutes. In addition to developing and teaching the minicourse, teacher participation in the program includes involvement in a training program, organizational meetings, and planning meetings with partner teachers. Rutgers students majoring in biology, chemistry, physics, neuroscience, psychology, and computer science are eligible to participate. The program is designed to enrich local science curricula and foster an interest in science careers in Newark's youth. ■

Project MOST: Middle School Opportunity in Science and Technology

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- **Funding Source:** The Coca-Cola Foundation
- **Amount of Funding:** \$300,000
- **Dates:** 9/01–6/04

Abstract: Project MOST is an intensive 3-year science education program for Newark primary and middle school students in the 6th through 8th grades, funded by the Coca-Cola Foundation. Starting in the spring of 2002, participating students worked with Rutgers faculty and undergraduate students, and Newark School District science education staff, in coursework and laboratories in biology, anatomy, chemistry, and other science areas. Students also engaged in research

projects and presentations for their classrooms and for the community. In May, Project MOST students showcased their academic achievements at a science fair in the Robeson Center. Approximately 75 people attended, including district and school staff, parents, and campus officials. Using diagrams, models, computer software, and dissected animals, the students expertly illustrated and discussed what they had learned in the program. ■

Child Advocacy Center

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- **Funding Source:** New Jersey State Bar Foundation and the School of Law
- **Dates:** Ongoing

Abstract: The Child Advocacy Center (CAC), which began in August 2000, is the newest clinical program at Rutgers. CAC has a twofold mission of (1) serving the needs of children who are at risk and living in poverty in Newark and the surrounding areas, and (2) educating law students to be thoughtful, reflective, and highly skilled practitioners. CAC is unique in its holistic, collaborative, and interdisciplinary approach to addressing the needs of children and families.

Since its inception, CAC has focused on meeting the needs of three groups of children: those with disabilities, those residing in foster care, and those living in families headed by kinship caregivers (persons caring for children other than their own). CAC's advocacy

work on behalf of children with disabilities has involved obtaining or maintaining Supplemental Security Income benefits (federal public assistance for persons with disabilities), securing needed therapeutic and medical interventions, and attaining special education placements (in cooperation with the Special Education Clinic). Currently, CAC also is the legal guardian (attorney) for several abused and neglected children who are residing in foster care, some of whom also live with disabilities. As the children's legal guardian, CAC advocates both in and outside the courts to ensure that all their needs are being met. With regard to the needs of kinship caregivers, CAC assists individual caregivers trying to meet the needs of the children in their care. CAC also has undertaken extensive educational projects to inform kinship caregivers about the laws that affect them, the various programs that are available to assist them, and their rights under these programs. ■

Auto Theft Working Group

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- **Funding Source:** Police Institute
- **Dates:** 4/02–ongoing

Abstract: This project utilizes collaborative problem solving through participation by state and local agencies, together with stakeholders in the private sector, to reduce auto theft in northern New Jersey. The project includes six primary activities. The first is to recognize that no

single strategy or “magic bullet” exists or is likely to be discovered for reducing all types of auto theft in all jurisdictions. The second is to catalog what we know about auto theft, what we do not know, and what we want to learn. The third is to identify and document known best practices: a range of strategies for dealing with different types of auto theft in different settings. Three types of settings are researched: offender-based, place-based, and vehicle-based. The fourth is to improve the availability of information about auto theft in New Jersey. This includes developing model auto theft and auto recovery incident report forms for use by law enforcement agencies in the state. The fifth is to develop a regional crime analysis capability, supported by improved data on auto theft and regional crime mapping. The sixth is to identify resources to support special auto theft investigations and initiatives. Because the problem is similar across jurisdictions, or cuts across jurisdictions, centralized resources such as state police may be most appropriate. ■

New Jersey State Police Scholars Program

- **Contact Person:** Michael Maxfield
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- **Funding Source:** New Jersey State Police
- **Dates:** 2002–3 Academic Year

Abstract: The New Jersey State Police Scholars Program is a unique partnership involving Rutgers–Newark, the New Jersey State Police, and the Office of the New Jersey Attorney General. Its purpose is to

support higher education and professional development among highly qualified and motivated students who will pursue careers in the New Jersey Division of State Police upon graduation.

The program’s scholarship awards include stipends of \$5,000 per academic year, for a maximum of 4 years. This supplements any other merit-based scholarship awards, subject to any applicable financial aid limitations as determined by the Rutgers Office of Financial Aid.

Scholars may serve a maximum of 940 hours of paid internships with the New Jersey Division of State Police per year. Scholars are required to complete at least one full-time paid internship over a 10-week period in the summer.

Scholars engage in professional development by being matched with a mentor, an active trooper, and an academic adviser. Mentors advise students on career options, on preparing for final acceptance as recruits, and on preparing for admission to the New Jersey State Police Academy upon graduation from Rutgers. A Rutgers faculty member serves as academic adviser to all scholars; that person also teaches a special required course open only to scholars. ■

Department of Social Work Field Internships

- **Contact Person:** Phylis Peterman
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- **Dates:** Ongoing

Abstract: The Newark undergraduate Department of Social Work has a 30-year history of field internships and collaboration on confer-

ences and projects with agencies in Newark and surrounding communities such as Irvington, the Oranges, Paterson, Elizabeth, Kearny, and Harrison.

Students contribute thousands of hours yearly in direct client services, advocacy, policy, planning, and research activities. The department's alumni survey data indicates the majority of graduates continue their professional life in urban areas.

Agencies the department is engaged with include the Newark Emergency Services for Families; the New Community Corporation, Newark; the New Jersey Division of Family Services, with several Northern New Jersey locations; the Community Agencies Corporation, Newark; the Ironbound Community Corporation, Newark; University Hospital, Newark; St. Michael's Medical Center, Newark; Beth Israel Medical Center, Newark; United Way of Essex and West Hudson, Newark; East Orange General Hospital; Senior Services of Orange; Tri-City People's Corporation, Newark; Eva's Village of Paterson; and the public schools of: Newark, Kearny, Clifton, and Harrison. ■

County Services Block Grant

- **Contact Person:** Judith Pollachek
- **Department:** College of Nursing
- **Email:** pollachek@nightingale.rutgers.edu
- **Funding Source:** Union County
- **Amount of Funding:** \$40,568 Annually
- **Dates:** 10/99–9/02

Abstract: The Elizabethport Community Health Center, which was established in 1996, seeks to meet the primary health care needs of the medically underserved population of Elizabeth, New Jersey. This is the only primary health care facility serving adults and children in the city's Elizabethport district, where its most vulnerable residents live. To date, more than 6,000 residents have found care at the center. The most prominent diagnoses of adult clients are acute upper respiratory infections, hypertension, diabetes, and asthma. The most prominent pediatric diagnoses are otitis media, diarrhea, and asthma. In the long run, the center is expected to improve the health of Union County residents and reduce the inappropriate utilization of hospital emergency departments. In addition to providing primary care, the center also provides health education and instruction that help residents develop a healthier lifestyle and reduce risky behavior. ■

Lead Screening Program in the South Ward of Newark

- **Contact Person:** Judith Pollachek
- **Department:** College of Nursing
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- **Collaborator:** Episcopal Community Development, Inc.
- **Collaborator:** Gateway Maternal and Child Health Consortium (Gateway)
- **Funding Source:** Episcopal Community Development, Inc.
- **Amount of Funding:** \$75,000
- **Dates:** 9/00–12/31/01

Abstract: The major objectives of this project are to educate the parents of young children regarding the grave threat that lead poisoning poses to their children, and to double the number of children screened for blood lead levels in Newark's South Ward. The program has four measurable outcomes. The first outcome is the number of children screened for blood lead levels in Newark's South Ward; the goal is to increase the number of children screened from 600 to 1200 during the 12 months beginning September 1, 2000. The second outcome is the number of eligible children signed up for Kitts Care during the project period. The third is the number of parents contacted in the South Ward with education materials and demonstrations regarding a lead-free environment. The fourth is case management services provided to families that need follow-up visits. ■

Family Primary Health Care Center

- **Contact Person:** Judith Pollachek
- **Department:** College of Nursing
- **Email:** pollachek@nightingale.rutgers.edu
- **Funding Source:** Bureau of Health Related Professions, Division of Nursing (Human Resources and Services Administration)
- **Amount of Funding:** \$1.5 million
- **Dates:** 9/97–12/01

Abstract: This project expands a nursing practice arrangement in a noninstitutional setting designed to demonstrate methods that improve access to primary health care for a medically underserved community. The Family Primary Health Care Center provides culturally

sensitive preventive and primary health care services to residents of four housing projects at three sites in the medically underserved city of Newark. This project was a collaboration between Rutgers University College of Nursing and the Essex Valley Visiting Nurse Association, with the College of Nursing taking over management of the center in June 2000. ■

Elizabeth Housing Authority HOPE VI

- **Contact Person:** Judith Pollachek
- **Department:** College of Nursing
- **Email:** pollachek@nightingale.rutgers.edu
- **Funding Source:** Elizabeth Housing Authority
- **Amount of Funding:** \$100,000 for 3 years
- **Dates:** 4/00–4/03

Abstract: The Elizabethport Community Health Center, which was established in 1996, seeks to meet the primary health care needs of the medically underserved population of Elizabeth, New Jersey. This is the only primary health care facility serving adults and children in Elizabethport, where the city's most vulnerable residents live. To date, more than, 6,000 residents have found care at the center. This grant will provide limited primary medical care services to non-Temporary Assistance for Needy Families households residing in the Pioneer Homes and Migliore Manor public housing complexes. The purpose of this arrangement is to prevent, control, and treat existing or emergent medical conditions that could limit or prevent an individual from achieving greater economic independence. ■

Elizabethport Community Health Center

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- **Department:** College of Nursing
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- **Funding Source:** Bureau of Health Related Professions, Division of Nursing (Human Resources and Services Administration)
- **Amount of Funding:** \$972,330
- **Dates:** 9/00–9/02

Abstract: This project was a continuation of the project funded in 1996 under Mary Ann Scolovino and is a nursing practice arrangement in a noninstitutional setting designed to demonstrate methods that improve access to primary health care for a medically underserved community. The Elizabethport Community Health Center, which was established in 1996, seeks to meet the primary health care needs of the medically underserved population of Elizabeth, New Jersey. This is the only primary health care facility serving adults and children in Elizabethport, where the city's most vulnerable residents live. To date, more than, 6,000 residents have found care at the Center. The center became a self-sustaining clinic once federal funding ended in 2000. In 2002, application was made and awarded for the Elizabethport Community Health Center to become a Federally Qualified Health Center satellite of the Plainfield Health Center. This federal status designation will enable the Elizabethport Community Health Center to receive additional federal funding and remain financially self-sustaining while meeting the health care needs of a vulnerable, poor, and underserved community. ■

The Gustav Heningburg Civic Fellows Initiative

- **Contact Person:** Clement Price
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- **Funding Source:** Various sources
- **Amount of Funding:** \$175,910
- **Dates:** Ongoing; Launched 6/5/02

Abstract: Each year, the Rutgers Institute on Ethnicity, Culture, and the Modern Experience, in consultation with its advisory board, identifies a major social issue whose successful resolution is central to the renewal of Newark and designate four community leaders and activists who are directly involved in that issue as Gustav Heningburg Civic Fellows. These civic leaders participate in a semester-long residency at the institute, on the Rutgers–Newark campus. During their residency, the Heningburg Fellows, as a group, participate in four, intensive, day-long colloquia on the historical and comparative cultural analyses of the issue and help shape the institute's public forums on the issue, which take place the following semester. In the first 3 or 4 years of the Heningburg Fellowships some, if not all, of these very basic issues, which speak to the cultural, political, and economic vitality of the city will be addressed: the new immigration and contemporary American urban culture; urban youth culture and the postindustrial city; redefining the cultural meaning of public space; and race, ethnicity, and public policy. ■

The Consortium for Pre-College Education in Greater Newark

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- **Funding Source:** State of New Jersey
- **Amount of Funding:** \$180,282
- **Dates:** Ongoing

Abstract: This is a joint initiative of Rutgers University–Newark; the New Jersey Institute of Technology; the University of Medicine and Dentistry; and the public schools of Newark, Irvington, and East Orange. The program is designed to prepare students in the 7th through 12th grades for admission to college. Rutgers hosted approximately 145 students during the academic year and 157 during the 2002 summer session. Of 71 active graduating seniors, approximately 60 were admitted to a college or university. Approximately 12 students were admitted to Rutgers, with 5 attending the Newark campus. ■

Domestic Violence Advocacy Project

- **Contact Person:** Patricia Quigley
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- **Funding Source:** The Violence Against Women Act
- **Dates:** Ongoing

Abstract: The Domestic Violence Advocacy Project (DVAP) at the Rutgers Law School–Newark works to increase the availability of direct legal advocacy and representation for victims of domestic violence in Essex County, New Jersey. DVAP has four distinct goals: (1) to train law students to advocate for victims seeking court-ordered protection from their batterers; (2) to assist victims in obtaining legal representation when necessary; (3) to create partnerships with existing service providers in order to improve and expand resources available to victims; and (4) to educate law students so they will become more qualified to handle domestic violence cases as attorneys.

Primary funding for DVAP comes from a Services, Training, Officers and Prosecutors (STOP) Violence Against Women Formula Grant made available through appropriations under the federal Violence Against Women Act. That funding supports one paid staff position—the four-fifths-time position of supervising attorney for DVAP.

Since the commencement of the project in January 2001, it has become apparent that there is an overwhelming and continuing need for legal assistance for victims of domestic violence in Newark. The project's intake office often is full of individuals with a variety of legal issues stemming from domestic violence. When an individual in New Jersey applies for a restraining order, the court may also entertain requests for a large number of remedies as part of the restraining order, including custody of children; child support, spousal support, housing assistance, compensatory damages, return of personal property, possession of living dwellings, cars, and so on; visitation; and even punitive damages. Therefore, intense attention must be given to the particular facts of each situation that are presented at the intake office and to the appropriate remedies for each. ■

Heart Disease and Stroke Prevention in the Medically Underserved Communities of Newark and Elizabeth, New Jersey

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- **Funding Source:** American Heart Association
- **Amount of Funding:** \$40,000
- **Dates:** 1/1/00–12/31/02

Abstract: Cardiovascular disease is the number one killer of African Americans and Hispanics in the United States. This problem is compounded by inadequate access to preventive care in the inner city, with contributing factors including a shortage of primary care service, lack of transportation, fear of crime, insufficient child care, and too few culturally sensitive health care providers.

The purpose of this project is to address these factors by raising awareness about cardiovascular disease risk factors, warning signs, and prevention strategies in the communities of Newark and Elizabeth, New Jersey. Awareness activities and educational programs will be offered. Health screening will also be provided, and physical activity programs will be developed and offered. These services will target residents of all ages. The sites will be the federally funded Elizabethport Community Primary Health Care Center and the primary care centers in selected Newark Housing projects (Baxter, Terrel, and Scudder Homes). This project will supplement programs already provided under the leadership of the College of Nursing, with funding

from the U.S. Department of Housing and Urban Development and the U.S. Public Health Service Division of Nursing. ■

Allies in Teaching Mathematics and Technology

- **Researcher:** Roberta Schorr
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- **Funding Source:** Lucent Technologies Foundation
- **Amount of Funding:** \$480,000
- **Dates:** 10/99–8/03

Abstract: The primary objective of this project is to increase access to powerful mathematical ideas for all students. Specifically, the project strives to (1) help teachers create classroom environments in which students can build concepts and skills as they engage in meaningful, compelling, and challenging problem solving; (2) help teachers become more comfortable with new materials, standards-based curricula, and teaching strategies that exploit new technologies; (3) help students gain knowledge and skills as they work on complex problem-solving activities; (4) expand the numbers of students who are mathematically literate, confident, and able to succeed in mathematically challenging courses; (5) help parents gain knowledge and appreciation for the standards-based mathematics that their children are learning; and (6) allow undergraduate students at Rutgers–Newark to provide direct support to schools, teachers, and students. The researchers are accomplishing these goals by working directly with teachers in their classrooms, and workshop settings. ■

Newark Public Schools Systemic Initiative in Mathematics

- **Researcher:** Roberta Schorr
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- **Funding Source:** National Science Foundation
- **Amount of Funding:** \$5,600,000
- **Dates:** 10/02–9/07

Abstract: The proposed K-8 Newark Public Schools Systemic Initiative in Mathematics is an ambitious 5-year effort to achieve comprehensive reform in mathematics education and to ensure institutionalization thereafter. The project—building on the existing infrastructure, pilot programs, partnerships, and lessons learned from past experience—sets important goals that will result in improved student achievement in mathematics. The goals will be accomplished through a multifaceted program that has, at its core, an informed cadre of instructional leaders at all levels within the school district, who will support the implementation of the adopted standards-based curricula, standards-based instruction, and assessment. These leaders will provide on-site and ongoing support to help all teachers devise new standards-based approaches for the teaching and learning of mathematics. The district has made a commitment to supporting change, and the time is ideal for this initiative—which will not only help teachers and administrators who are currently part of the district but also provide a way to continue to support participants in transition as well as those who are new to the district.

The implementation process—which is being done in collaboration with community agencies and university partners—includes scaling-up and ex-

panding the internal capacity of the Newark Public Schools to implement standards-based curriculum; integrate the technology standards into mathematics instruction; develop and implement coherent assessment practices; provide ongoing standards-based professional development; and, use the results of research as a tool for improving mathematics instruction.

The project has eight key elements. The first includes the implementation and institutionalization of standards-based curricula, instruction, and assessment in every mathematics classroom in Newark’s elementary and middle schools. The second entails professional development for an existing cadre of mathematics resource teachers to deepen their own understanding of the course content; the ways in which children build ideas relating to the content; and new curricular and technological resources, assessments, pedagogical practices, and ways to support teachers as they implement the new materials and practices.

The third element includes professional development for elementary and middle grade teachers so that they can learn how to use the standards-based materials with integrity. This professional development will focus on more than just helping teachers to learn about the materials—it will also provide opportunities for the teachers to deepen their own understanding of the mathematical content, learn about how children develop ideas about the content and, consider the implications for instruction.

The fourth element involves professional development for administrators so that they can be informed about the program; support teachers; and develop a deeper understanding of the content, curriculum, assessments, and pedagogical practices that will be needed for successful implementation. The fifth element is outreach to help parents understand and support the changes that will take place when standards-based approaches and materials are used. This component of the plan will allow parents (and other caretak-

ers) to raise questions and issues, discuss program goals, and learn about strategies for helping their children.

The sixth element includes intensive collaboration with higher education partners and other community agencies to address in-service needs at various instructional levels within the district (i.e., school-based administrators, mathematics resource teachers, whole school reform mathematics facilitators, whole school reform coaches, classroom teachers, and parents). The seventh element entails the development of after-school centers, which will serve as laboratories for collaboration among university partners, prospective teachers, graduate students, teachers, mathematics resource teachers, administrators, students, and parents. The eighth element includes using data and feedback to promote constant improvement. The project's ultimate goal is to improve student learning. ■

Nurse-Managed Community Based Primary Health Care For Families (Elizabethport Primary Care)

- **Contact Person:** Mary Ann Scoloveno
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- **Funding Source:** Department of Health and Human Services—Human Resources and Services Administration
- **Amount of Funding:** \$972,330
- **Dates:** 1995–2000

Abstract: The purpose of this project was to provide primary and preventive health care services to the underserved people living in the Elizabethport section of Elizabeth, New Jersey. A nurse-managed

health center was initiated by a cooperative and a collaborative agreement between Rutgers, The State University of New Jersey, College of Nursing, and Visiting Nurse and Health Services, Elizabeth.

In July 1993, a pilot project was begun by a faculty member of the College of Nursing to provide care on a limited basis to the underserved, multiethnic, multicultural population of Elizabethport. Modest space for this center was donated by the Pioneer Homes housing project. The project was expanded in 1995 and moved to a more spacious facility donated by the City of Elizabeth. During the 5 years of the grant, primary preventive health services (physical, social, and psychological) were provided to more than 4,000 residents of Elizabethport. Advanced practice nurses provided the care to these residents, who would have otherwise used hospital emergency departments for their care. The site also provided learning experiences for undergraduate and graduate nursing students. ■

Rutgers University Technical Assistance Program

- **Contact Person:** Gene Slowinski
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- **Funding Source:** U.S. Economic Development Administration and Rutgers University
- **Amount of Funding:** \$167,000
- **Dates:** 1/02–12/02

Abstract: The Rutgers University Technical Assistance Program (RUTAP) provides technical assistance and undertakes applied research

in economically distressed communities throughout New Jersey. In 2000, RUTAP assisted the City of Asbury Park to develop an economic development plan focused on improving the city's business climate and identifying possible industries that should be specifically attracted to Asbury Park because of its unique physical and cultural assets.

RUTAP has also worked with community-based organizations in the City of Newark to develop plans for an Internet based business focused on the African-American community. The Internet is a powerful force that has been used to unlock the entrepreneurial potential of inner-city residents and create jobs while serving community, state, and national needs.

To further unlock the power of the Internet in urban areas, RUTAP provides technical assistance to the Greater Newark Business Development Consortium to provide training to a wide variety of inner-city entrepreneurs on how to use the Internet to positively affect their businesses. The goal of this technical assistance is to provide entrepreneurs with the hands-on Internet experience they need to improve their businesses. ■

Newark Metro

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- **Funding Source:** Rutgers Foundation and Verizon
- **Amount of Funding:** \$20,000
- **Dates:** From 2002 on

Abstract: Newark Metro is a website published by the Journalism and Media Studies Program of the Visual and Performing Arts Department. The site serves as a forum for student writing, reporting, and photography on Newark and its metropolitan area. Newark Metro was launched September 3, 2002, with 20 articles. In the future, it will also publish writing by people who live in, work in, or care about Newark. The project gives the city an enhanced presence on the World Wide Web. ■

New Jersey Small Business Development Center

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- **Funding Source:** Funding provided by various sources
- **Dates:** Ongoing

Abstract: The New Jersey Small Business Development Center (NJSBDC) Network is part of a national partnership between the state and federal governments, the private sector, and colleges and universities. The program is designed to provide the highest quality business assistance to established enterprises and promising new firms. The objective of the program is to increase employment and economic activity. NJSBDC—established in 1977 as one of the earliest SBDCs—has provided services more than 190,000 people with free, confidential, one-to-one business counseling and affordable education. At present, the NJSBDC network is composed of a state headquarters at the Rutgers

Business School, 11 Regional Centers, and 18 satellite offices located at colleges, universities, and urban centers throughout New Jersey.

Since 1984, the New Jersey Commerce and Economic Growth Commission has invested annually in the NJSBDC Network, allowing it to raise two dollars of additional funding for every dollar contributed by the U.S. Small Business Administration. NJSBDC also benefits from both cash and in-kind contributions from the host institutions for each center. The combination of federal, state, and university and college hosts, along with other corporate and foundation donors, made possible a 2001 budget of \$4.8 million.

NJSBDC clients are helped to explore the feasibility of their business ideas, develop their business plans, create cash flow projections and accurate financial statements, formulate marketing strategies, prepare loan applications, and raise capital. Specialty services for growth-focused companies assist business owners with international trade, government procurement, manufacturing, technology commercialization, and “e-business” management. ■

Establishing a National Clearinghouse and Technical Assistance Center for Early Childhood Education Advocates

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- **Collaborator:** Brenda Liss
- **Department:** Institute on Education Law and Policy
- **Collaborator:** Education Law Center, Inc. (private, nonprofit public interest law project)
- **Funding Source:** Pew Charitable Trusts (through the National Institute on Early Education Research, Rutgers–New Brunswick)
- **Amount of Funding:** \$42,000
- **Dates:** 7/01 to present

Abstract: This project works collaboratively with the Education Law Center to develop a national informational clearinghouse for early childhood advocates, using an expanded, interactive website as well as other information technologies to disseminate information. A second stage will involve the provision of technical assistance to advocates. ■