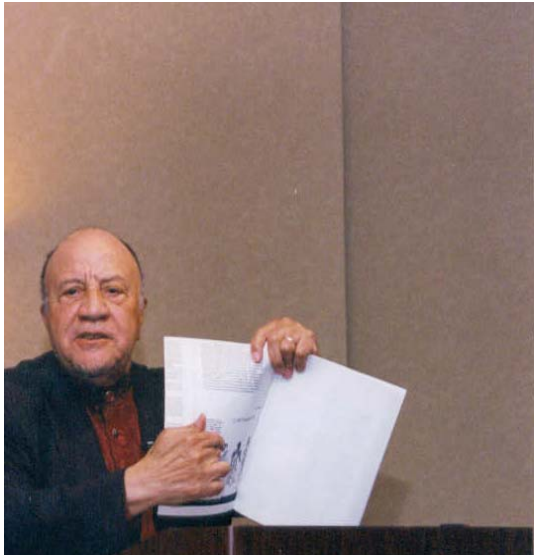

PACE IS...

Program for Acceleration in Careers of Engineering – Monmouth Branch

August 2003



Banquet Keynote speaker Dr. Edward W. Robinson, Jr.

PACE-Monmouth 21st Annual Graduation & Awards Banquet

By John M. Jones, *Staff*

On May 17th the Monmouth Branch of the PACE program celebrated the completion of another successful year of teaching, mentoring and molding its students into the technological leaders of tomorrow. This year 5 seniors graduated from the program. In addition to honoring the seniors, a number of students received awards for their academic and leadership achievements. The Keynote speaker was Dr. Edward W. Robinson, Jr. – noted author, historian, lawyer, lecturer and educator. Dr. Robinson spoke on the importance of learning of and connecting to one's heritage, and how this can become a source of empowerment to free one's inhibitions. Dr. Robinson spoke of many little known historical facts, such as how the initial French designs of the Statue of Liberty exhibited the image of a black woman with broken chains and shackles in her hands and at her feet, in celebration of America's freedom from the shackles of slavery. Yet, the U.S. committee in charge of the project rejected the early designs in favor of a more European image.

During the celebration, the staff and active parents were acknowledged for their volunteerism and contributions to the program. Jamillah C. Joseph, of Asbury Park, provided several songs of inspiration for all. Donna Cuddy, Brookdale Community College Assistant Director of Transfer Resources, delivered remarks acknowledging the value of community efforts like the PACE program as well as offered words of congratulations to the PACE-Monmouth seniors.

My First Year at Neptune High School

By Patricia Samuels, *Student*

My first year at Neptune High School was a great year for me. At the start of my freshman year, I had mixed feelings about attending high school; but as the days and weeks went by, I started to become more comfortable with my classmates and teachers. I liked most of my classes and my teachers as well. However, the highlight of my freshman year was being involved with the Student Council. I met many new students there who became my friends. I enjoyed working on the "float building" team and marching in the Homecoming Parade. To close out the school year, the freshman class organized a car wash and raised more money than the upper classmen.....YES! I truly hope that my sophomore year will be as great as my freshman year.

Patricia Samuels will be a sophomore at Neptune High School this Fall.

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Message from the Co-Administrators

Dear PACE-Monmouth Family,

Before we say anything, we must first thank all of you who made this 2002-2003 PACE year an extraordinary success! From the staff who continue to tirelessly awake each Saturday morning to nurture the minds and spirits of our students ... to the active PACE parents who pulled together so incredibly for each of our events and fundraisers ... to our partner organizations such as Brookdale Community College who supplemented our services with career development workshops for our seniors, financial aid workshops for the parents and advertising services for the program ... to our sponsors who helped to fund key program elements – each has contributed indelibly to what has been a great year!

Some highlights:

The year kicked off with all 3 PACE branches – PACE-Monmouth, PACE YDC - Central Jersey and Newark-PACE – coming together for the PACE Youth Development Conference. The 3 branches then got together again in March for our first joint, all-branches Math Bowl – a day of competition, but also fun and networking.

In December we had a very successful Kwanzaa celebration (held for the first time at High Technology High School) which saw several of our students and guests display their many talents. The event allowed us all to enjoy a day of food, fun and fellowship.

This year's college tour saw us visit several Ivy League colleges in Connecticut, Massachusetts, and Rhode Island. Thirty-one students and 10 adults learned a lot about college entrance requirements and campus life - and had a good time while doing so.

This year the Science Forum was held on two days – a sign that this critical program element continues to grow in success and garner more and more student interest. Five student project teams delivered demos and presentations on their research & development projects.

We ended the year honoring our 5 graduates during the annual Graduation & Awards Banquet. Dr. Edward W. Robinson, Jr. kept us in rapt attention as he delivered a keynote address full of lessons on our historical accomplishments and ingenuity; informing our students that knowledge of such historical greatness will free their minds and enable them to soar to their own greatness.

Once again, we thank each of you for your contributions to the program and to our youth. We hope that you have an enjoyable summer. We look forward to continued success and partnership as we enter the 2003-2004 PACE year. See you in September!

Deborah P. Harrell and John M. Jones
2002-2003 PACE-Monmouth Co-Administrators

PACE – Monmouth Calendar

September 6, 2003	PACE Youth Development Conference
September 13, 2003	PACE-Monmouth Orientation & 1 st Day of Classes

Staff Profile: Courtney Pinnock

By **Silvano Brewster**, *Staff*



Courtney A. Pinnock is PACE – Monmouth's Engineering Coordinator and is the lead instructor for the Senior Engineering and Leadership Development class. He is an engineer, an inventor, a teacher, and a father.

Courtney grew up in Jamaica. He was born in St. Catherine. He attended the University of the West Indies, majored in physics, and minored in math and chemistry. After college, he taught high school math and physics in Jamaica. He later came to the United States and went back to school to earn a Masters degree in Electrical Engineering from Polytechnic University. Courtney began a career in telecommunications, working first at Southern New England Telephone and Bellcore before going to AT&T. At AT&T he is a Principle Member of Technical Staff working as a project manager for Pre-Paid Calling Card services.

Courtney started in PACE in 1999 and has become an instrumental member of the staff. Besides being Engineering Coordinator and teaching Senior Engineering, he serves as PACE – Monmouth's Branch Representative on the PACE YDC Board of Directors. He has coordinated the Science Forum for the last two years, has served on the Recruitment Committee, and has organized engineering trips.

Senior Engineering has been transformed during his four years. When he started, the class focused on physics. Now, the class is more project-oriented and includes components of leadership development. Courtney's goal for the class is to expose students to engineering through projects and to expose them to leadership development concepts. He also teaches the product development process and explains how engineering fits in the business cycle.

About PACE in general, Courtney feels that it needs to emphasize the basics of mathematics. He believes that math is the more important part of the program. It is the foundation. Students need to be able to master math. By contrast, the goal of the engineering classes should be exposure. He has also said that the program needs to more effectively track student performance and measure their progress.

Courtney has a patent for advances in the Advanced Intelligent Network (AIN) call processing. AIN is a type of language for conveying the information needed to setup telephone calls. He has a second patent pending in the area of voice messaging.

Courtney has four kids, which doesn't leave him much time for hobbies or other interests. He does practice yoga and has been working part-time on a Masters in Business Administration degree. He is a member of the AT&T Caribbean Club and the Project Management Institute. ❖

Silvano Brewster is a PACE – Monmouth staff member.

Should the United States Continue to Field its Military Forces Through Voluntary Service or Should we Rely Upon Conscription?

By **Brandon Batista**, *Student*

The United States is recognized as a great power in the unsettled and tension-filled world we inhabit. Military force has come to be an accepted method to settle international disputes, although efforts to assure world peace have also been intensified. With these conditions as a backdrop we are left to decide whether or not a conscripted military force is better than one made up exclusively of volunteers. The one certainty that does remain is that the United States must have a strong military force. The mistake of foregoing a strong military force for one that simply meets the barest requirements is something none of us would want to happen. Given the reality of instability and ongoing conflicts throughout the world, the United States must ensure its military superiority. It is our responsibility to maintain this superiority until there is no longer any need for a military establishment, and thus until we have reached a state of universal peace.

Because the present world situation makes it necessary for the United States to maintain a military force for the defense of our nation, it is extremely important that this force be a reliable and committed one. It is for this reason that I feel volunteers can and do play a vital role in our national defense. We should rely on volunteers as the backbone to our military establishment and as a preferable alternative to conscription. As Americans it is important to preserve the ideals of democracy, not only in our country but also throughout the world. Volunteers are strong believers in those democratic principles that we hold so dear to our hearts. When volunteers decide to enlist in any of the military service branches they, more often than not, do so out of patriotic duty. These volunteer troops share a sense of pride and respect for the important and difficult tasks that they perform. As volunteers they are truly committed to establishing and preserving world peace.

Compulsory conscription, on the other hand, is not a satisfactory method of procuring military manpower. The “draft” brings to mind difficult periods in our recent history. Many felt that it was an unfair and prejudiced system where being white, educated and affluent worked in your favor. The impoverished, poorly educated and minorities were more likely to be drafted. Upon further analysis, the two main reasons conscription is not a feasible solution to fielding our military forces are that it represents a forced recruitment of manpower and the continual problem of turnover. Men or women recruited in this manner would have an overwhelming feeling that they are being forced into a situation that they have not freely chosen. The problem of turnover is inevitable because the recruits really have no strong affiliation with military service to begin with. Just as they are mastering the use of complicated equipment and perfecting military routines their period of service reaches its end. New recruits have to be trained and the cycle is repeated.

From a military viewpoint, volunteers are more cost effective. They are likely to re-enlist at the end of their service periods, and in doing so save the government hundreds of thousands of dollars. Most decide to make military service a career and devote many productive years of their life to pursuing this option. The downside to this decision is that most servicemen are not compensated appropriately. We are grossly underpaying our military personnel. Many of our soldiers and their families struggle to get by on salaries that barely cover basic necessities. Most young men and women can earn twice as much in civilian jobs. This discrepancy in earnings often forces many to give up military careers in order to provide their families with a better quality of life. If we want to improve retention in our military forces we must support them and acknowledge their sacrifices. We must and should make the well being of these men and women our top priority. The only way to accomplish this is by increasing military pay and benefits to a level that is comparable to that of the civilian population.

In conclusion, I feel that volunteers can and should continue to fill the needs of the military establishment. To preserve freedom from those who would destroy it sometimes requires the use of military force. The maintenance of a strong and reliable military force is a crucial task, one that should not be taken lightly. In a free society such as the United States’, involuntary military service should only be utilized as a last resort. Given the right incentives many young men and women will consider enlisting voluntarily in the military service branches. It is in our best interests to bring about these much needed reforms. These changes should be made sooner rather than later if we are to continue to enjoy the peace and prosperity we pride ourselves on.

Brandon Batista will be a senior at Monmouth Regional High School this Fall.

Hispanic Youth: To College or Not To College? An Adult Mentor Can Make the Difference

By **John M. Jones**, *Staff*

A report recently put out by the *National Center for Public Policy and Higher Education* (NCPHPE) as well as several reports put out by the *Pew Hispanic Center* and *Tomás Rivera Policy Institute* highlight a number of challenges related to the successful entry and completion of college by Hispanic high school students. In many cases, firm guidance by adults knowledgeable in the college entry process can make a huge difference. The studies covered students who cited their heritage as being Mexican, Dominican, Puerto Rican and Cuban as well as that of several Central-American countries.

To College or Not to College?

The NCPHPE conducted focus group sessions in several states (CA, AZ, IL and NY) exploring the post-secondary educational aspirations of Hispanic high school seniors. In doing so, they found that the students fell into roughly 3 groups:

Continued on the next page

The College-bound – those students (often middle-class, 2nd or 3rd generation in this country) who resembled college-bound students from any affluent middle or upper class suburb. In many cases one or both parents had attained college-level education.

The Non-College-bound – those students (often from poverty level or working class families) for whom college was not a viable option due to various socio-economic reasons. Regrettably, within this group, many attended high schools for which college after high school is **not** the norm and hence, positive, encouraging influences often were lacking. Expectations for these students, even among teachers and guidance counselors, were low.

The College “Maybes” – students who shared some of the socio-economic obstacles of the prior group, but whose high school academic success and parental aspirations for college success put them in a better position to enter and succeed in college.

This latter group (the Tomás Rivera Policy Institute calls this group the “Positive Outliers”) is thought to be the best place to focus specialized programs that might help increase the number of Hispanic students who successfully pursue bachelor degrees.

A Key Obstacle: Lack of Proper Information, Lack of Sufficient Guidance

Overwhelmingly, most parents of Hispanic high school students believe college education is critical to success in today’s workforce. In fact, in a May 2000 NCPPHE study on White, African-American, and Hispanic parent expectations, 65% of Hispanic parents stated that a college education is “necessary for success” compared to 32% for Non-Hispanic Whites and 44% for African-Americans. However, the challenge many Hispanic students face (particularly those from working class families) is access to timely and credible information on college entry requirements. In both the NCPPHE and Tomás Rivera Policy Institute studies, researchers discovered that many Hispanic students in the “College Maybe” group often made college-related decisions without accurate information on the college-entry process. In many cases, because such students were the first generation in their family to be in reach of college, and because their working class parents didn’t have access to social networks that might put them in contact with someone knowledgeable on college admissions, these students relied on informal, unreliable sources such as friends and siblings. Unfortunately, many reported that they received little college guidance from teachers and guidance counselors at school.

Getting In Doesn’t Always Mean Staying In

In a September 2002 study, the Pew Hispanic Institute took a look at the completion rate of Hispanic high school graduates who, indeed, got started on the road to a college degree. Although the study points out that about 10% of Hispanic high school graduates are enrolled in some form of college, it further cites that:

- Hispanics are more likely to be enrolled in a 2-year college (40% of Hispanic college students, 18-24 year-olds vs. 25% for white students)
- Hispanics are more likely to be part-time students (nearly 25% of Hispanic college students, 18-24 year-olds vs. 15% for white students)

Statistically speaking, students in these two groups run a high risk of not completing their degree. The U.S. Dept. of Education

considers part-time enrollment to be a “risk factor” for dropping out. In U.S. Dept. of Education research, it was found that after 3 years of study nearly half of all Hispanic part-time college students had dropped out. In addition, a National Center for Education Statistics study revealed that, among Hispanic students, 39% of those who did not begin at a 4-year college had dropped out after three years.

Getting Started – One Adult Can Make the Difference

A critical factor in moving the Hispanic “College Maybes” to become “College Definites” is the positive influence of even just one adult mentor. In particular, someone who is willing to help the high school student understand and navigate the college entry process provides immeasurable benefit. Continuing the mentoring relationship into the college years can mean the critical difference between loss of motivation, loss of focus and subsequent dropout on the one hand and successful completion of a 4-year degree on the other. Note that these are true statements regarding “borderline” students of any ethnic group. However, given that Hispanic youth were the fastest growing youth population during the 1990s, and that working age Hispanics are projected to increase by 18 million between 2000 and 2025 (U.S. Census Bureau, 1999), improving the college entry and success rate of Hispanic high school youth is not just a matter of cultural or community achievement, it is critical to continued U.S. economic momentum and the vitality of the U.S. workforce.

The various reports referenced in this article can be found at:

- <http://www.pewhispanic.org>
- <http://www.trpi.org/publications.html>
- <http://www.highereducation.org/reports/hispanic/hispanic.shtml>

John M. Jones is a PACE – Monmouth staff member.

Announcements

PACE-Monmouth Student Applications Available at Website

PACE-Monmouth is currently accepting new student applications for its 2003-2004 program year. Applications can be downloaded from the website – <http://www.pace-monmouth.org>. Click on [Student Recruitment](#).

PACE Youth Development Conference Set for September 6th at Rutgers University (Piscataway)

This year’s PACE Youth Development Conference will be held on Saturday September 6th from 9 am until 3 pm. It will be hosted by PACE YDC Central Jersey at Rutgers University, Busch Campus - Piscataway, NJ. The theme this year is [Raising Your Game: Developing a Spirit of Excellence](#). One can register via the PACE YDC website – <http://www.paceydc.org>

My PACE Experience

By Ashley Prince, *Student*

After my first year of PACE, I recognize that I have grown enormously. I have met so many new people who are all different, but share one connection -- PACE. This year, through my academic experiences, PACE has encouraged me to expand my horizons. I now have a higher respect for mathematics and science.

PACE has opened up so many more pages in my book. Before my PACE experience, I knew nothing about computer programming. After my first class, I programmed a calculator. That was something I never expected to do. I was so amazed that I was able to accomplish that.

My mathematics class was a little intimidating, but after my teacher brought me to the board and patiently showed me, step-by-step, how to do a problem, I felt so much more comfortable in my math classes. Computer engineering continues to be a challenge, but I still enjoy the class.

For me, the highlight of the year was the PACE College tour. I had an opportunity to see some of the best colleges in the New England area that I will use as a benchmark for my college selections this fall. This year has been a great year and I'm looking forward to next year's classes and activities.

Ashley Prince will be a senior at Wall Township High School this Fall.

Acknowledgments

The Monmouth Branch of the PACE program would like to thank the following organizations for their support during our 2002-2003 year:

- *AT&T Caribbean Club*
- *AT&T Foundation*
- *AT&T HISPA*
- *AT&T Pioneers*
- *Brookdale Community College*
- *From the Heart Workshops & Seminars*
- *Hewlett-Packard*
- *Lucent Foundation*
- *National Starb & Chemical Foundation*
- *Northrop-Grumman Corp.*
- *PKMM, Inc.*

Scenes from the Spring 2003 College Tour to:

Brown University

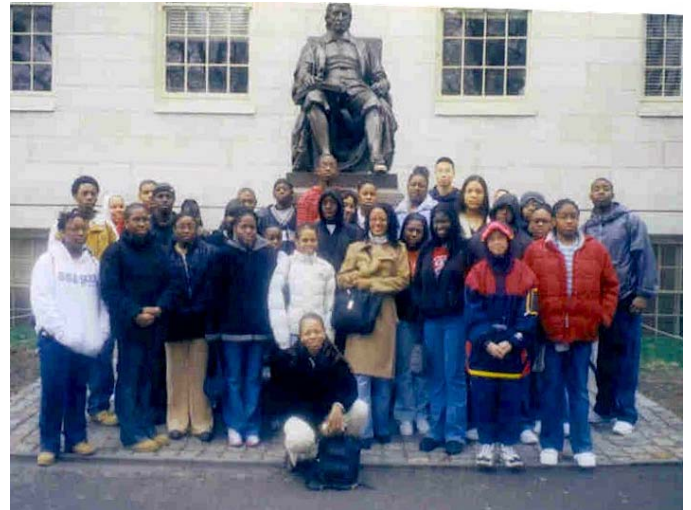
Harvard University

MIT

Northeastern University

University of Rhode Island

Yale University



Participants on this year's PACE-Monmouth College Tour stop to pose during a tour at Harvard University.



Students listen as a University of Rhode Island Professor explains an experiment his class is working on.



College Tour Chaperones along with bus driver (center)

BANQUET AWARDS

CLASS AWARDS

	MOST OUTSTANDING	MOST IMPROVED
Algebra I	Grace Lee	None
Geometry	Wariz Anifowoshe	Geonna Morrison
Algebra II	Alexander Merced	None
Precalculus	Joseph Okafor	Timothy Lee
Calculus	Lora Austin Brandon Batista Charlsie Celestine	None
Intro to Engineering	Grace Lee Jonathan Edwards	Kendra Michel
Electrical Eng.	Jarrold Coleman Nasikar Lezeau	None
Computer Science	Alexander Merced	Janelle Harrell
Senior Eng. & Leadership Dev't	Lora Austin Charlsie Celestine	None

BRIDGE BUILDING AWARDS

1 st Place	Grace Lee
2 nd Place	Edward Areus
3 rd Place	Jonathan Edwards
4 th Place	Wariz Anifowoshe

LEADERSHIP AWARDS

STUDENT-RUN EYE-OPENERS	
Fall Eye-Opener	Brandon Batista, Timothy Lee
February Eye-Opener	Brandon Batista, Jonathan Edwards, Brennan Williams
Student Take-Over Day Eye-Opener	Christina Ladouceur, Erica Ricks
EVENTS	
Banquet (Student MCs)	Charlsie Celestine, Brennan Williams
ALL-AROUND	
Class Instructor (Student)	Brandon Batista
All-Around Leadership	Brandon Batista

STUDENT CHOICE AWARDS

Most Involved Student	Brennan Williams
Favorite Staff Member	Uneeda Williams

ATTENDANCE AWARDS

Perfect Attendance	Edward Areus, Nasikar Lezeau
Exemplary Attendance - Absent only Once	Jarrold Coleman, Jonathan Edwards, Grace Lee, Jessica Pointer
Exemplary Attendance - Absent only Twice	Edgar Etienne, Keosha Pointer, Patricia Samuels

Scenes from Graduation & Awards Banquet



Jamillah Joseph provides a song of inspiration for all



Dr. Robinson autographs copies of his book – *The Journey of the Songhai People*

PACE IS

The PACE Is newsletter is a forum for disseminating news of interest to the PACE family and showcasing the talents and accomplishments of the PACE – Monmouth students. We solicit news, articles, essays, poems, artwork, and photography, especially from students. Please submit contributions via e-mail to newsletter@pace-monmouth.org or by U.S. mail to PACE Is, PO Box 493, Lincroft, NJ 07738.

Back issues of PACE Is can be obtained in PDF format from the PACE web site: www.pace-monmouth.org.



PACE Seniors: Joseph Okafor, Charlsie Celestine, Sylvania Harrod, Lora Austin and Brennan Williams



Brandon Batista receives several leadership awards.

SENIOR LEGACY STATEMENTS

Lord grant that I might always aspire to more than I can accomplish. (Michelangelo)

Lora Austin

Sometimes you have to take the leap and build your wings on the way down because courage is resistance to fear, mastery of fear, not absence of fear.

Charlsie Celestine

Never let anyone get in the way of your dreams. During the times when you may fall off that ladder called "life", get back up, because in the end it will be worth your while. In the words of Donnie McClurkin, "STAND!"

Sylvania Harrod

Success comes in cans, not can'ts. In virtually every opportunity or situation you encounter, it is illogical, unreasonable and irrational to use the word can't.

Joseph Okafor

I leave to the PACE underclassmen my leadership and self-determination. You can be whatever you want to be, whenever you are ready to be it. Take chances and you will succeed if you are fearless of failure. Be a trendsetter. Rise above negativity and put God first in your heart. Motivation is what gets you started. Habit is what keeps you going. (Esco Sincere)

Brennan Williams



Bridge Contest Awardees - Grace Lee, Patricia Samuels, Christina Ladouceur, Jessica Pointer, Michelle Wheeler, Wariz Anifowoshe and Jonathan Edwards



Alumni Speaker, Rashad Hodge (class of '93)

SENIOR DESTINATIONS

PACE SCHOLAR

Lora Austin
Charlsie Celestine
Sylvania Harrod
Joseph Okafor
Brennan Williams

PLANS TO ATTEND

University of Delaware
Penn. State University
United States Army
Kean University
American InterContinental University

INTENDS TO STUDY

Undecided
Biology
Network Switching Operations
Computer Engineering
Information Technology



PACE Legacy Ceremony – Seniors: Lora Austin, Charlsie Celestine, Sylvania Harrod, Joseph Okafor, and Brennan Williams.
 Junior Flamekeepers – Janelle Harrell and Alexander Merced

PACE-Monmouth P.O. Box 493 Lincroft, NJ 07738 www.pace-monmouth.org	
PACE-Monmouth Governing Body (2003-2004)	
Co-Administrators	Dr. Deborah P. Harrell John M. Jones
Secretary	Patty Miller-Pittman
Treasurer	Ernest Edwards
Events Coordinator	Debra Jackson
Eye-Opener Coordinator	Judith Wheeler
Math Coordinator	Michael Sligh
Engineering Coordinator	Courtney Pinnock
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