

Full Service Community Schools

I. Quality of Project Design

The Paterson Public School (PPS) district is fully committed to continuing its development of a Full Service Community Schools (FSCS) Initiative in Paterson, New Jersey. State District Superintendent Donnie W. Evans has added the conversion of schools to FSCS models to his strategic plan; a change which is strongly supported by principals, teachers, and families. PPS has already successfully implemented the FSCS model in three schools and plans to continue the FSCS initiative into two additional schools over the next year, and has previously worked with the national expert Children's Aid Society for technical assistance.

a. Project Goals and Objectives

Goal 1: All students will attend each school day fully ready to learn.

- *Objective 1: Academic Success:* Through our FSCS program students at our target schools will receive increased hours of high-quality school day and afterschool academic assistance, including tutoring, homework help and test preparation.
- *Objective 2: Social and Emotional Development:* Through our FSCS program, students will learn how to navigate challenging situations, regulate their emotions, develop healthy relationships with others, and learn responsible decision making.
- *Objective 3: Health:* Students will have their medical, dental, and mental health needs met through an accessible on-site clinic.

Goal 2: Families will be actively involved in bettering their own lives and helping their children do the same.

- *Objective 1:* Families will be more involved in their child's academic performance and engaged with their school.

- *Objective 2:* Families will utilize existing community-based services more often, and access newly developed school-based services, to manage and improve their lives.

Goal 3: Targeted neighborhoods within Paterson will be stronger, safer and more supportive of the needs and goals of their residents.

- *Objective 1:* Community members will utilize existing community-based services more often, and access newly developed school-based services, to manage and improve their lives.
- *Objective 2:* Community members will advocate for themselves and their community.

b. Target Community

Paterson, NJ is considered by many to be “the cradle” of the industrial revolution in America. It was founded in 1791 as the nation’s first planned industrial city, and the great power of its waterfalls enabled it to become one of the leading industrial centers in the US. However, with the decline in manufacturing in the last century, Paterson fell into steep downturn from which it has yet to recover. Paterson’s current median family income of \$25,622 is 48.3% less than the national average of \$53,046,¹ despite a high cost of living. 36.9% of families live below the poverty level, compared to 14.9% nationally,² while 45.6% of Paterson children live in poverty, nearly 3 times the state average of 13.9%.³ The population is 58.9% Latino and 32.2% black⁴; 30.9% are foreign-born.⁵ 59.1% of residents speak a language other than English at home.⁶ Of the 39.9% of those in the workforce, the 2008-2012 unemployment in Paterson is 11%, compared to New Jersey’s 9.5% unemployment rate based on the 69.9% workforce.⁷ Crime rates are high; car theft is 386.7 times the national average, the murder rate is 9.6 times the national

¹ United States Census Bureau, 2008-2012 American Community Survey 5 Year Estimates

² Ibid.

³ Association for the Children of NJ, City Kids Count Data 2012

⁴ United States Census Bureau, 2008-2012 American Community Survey 5 Year Estimates

⁵ www.city-data.com

⁶ United States Census Bureau, 2008-2012 American Community Survey 5 Year Estimates

⁷ Ibid.

average and the robbery rate 467.5 times the national average (per 100,000).⁸ The Bloods (including their ultra-violent Sex, Money, Murder wing) have more than 500 members, Crips have more than 200 members, and Latin Kings have more than 200 members.⁹ There is a minimum of 300 additional Patersonians affiliated with identified and active gangs.¹⁰ Paterson has approximately 1,940 street gang members, the second highest in the state.¹¹

Individuals in Paterson are also plagued by health problems related to their environment. Fourteen air toxins associated with causing elevated cancer and non-cancer risks have been identified in Passaic County.¹² Passaic County has the 3rd highest hospitalization rate for asthma in NJ,¹³ while Paterson has more than three times the state average for asthma hospitalization rates.¹⁴ 52% of Passaic County's asthma hospitalizations are Paterson children.¹⁵

In addition, like many low income areas, Paterson has a high level of overweight and obese residents. In Paterson, 34% of African Americans are overweight, compared to 24% of Hispanics and 21% of whites.¹⁶ New Jersey data also reflects the correlation between obesity and socio-economic level; 27% of individuals from a low socio-economic background are obese, compared to 10% of those from a high SES background.¹⁷ The majority of Paterson residents fit into the categories most at risk. Childhood obesity is a particular concern – a recent study showed that 24.7% of New Jersey adolescents are obese.¹⁸

⁸ www.USA.com

⁹ NJ Dept. of Law & Public Safety, Div. of State Police, Intelligence Section, 2010

¹⁰ Ibid.

¹¹ Ibid.

¹² NJ Dept. of Environmental Protection, 2010

¹³ New Jersey Department of Health, 2012

¹⁴ Paterson Kids Count, 2010

¹⁵ Ibid.

¹⁶ NJ Dept. of Health & Human Services, 2008

¹⁷ Ibid.

¹⁸ Healthier Generation, 2012

Even within our struggling city, the areas served by our two target schools are particularly troubled. Census data shows that area residents are more likely to be Hispanic or Black/African American, and are, on average, poorer and less educated than those in neighboring areas:¹⁹

		Census Tract 1814 (PS 6)	Census Tract 1823.01 (PS 15)	Paterson	NJ
Minority Population	% Black/Afr. Amer.	70%	33%	32.2%	13.5%
	% Hispanic	30%	46%	58.9%	17.7%
Poverty	Families Below Poverty Level	44.9%	41.5%	36.9%	9.9%
	Median family Income	\$22,532	\$25,622	\$33,583	\$53,046
	Less than \$10,000 median household income	26%	23%	15.9%	5.3%
	Less than \$25,000 median household income	18%	16.1%	13.9%	7.9%
Education	% Less than High School	45%	42%	25.7%	12.1%
	% High School or GED	32.1%	26%	41.4%	29.2%
	% Associates Degree	2.2%	2.1%	4.9%	6.2%
	% Bachelors Degree or higher	2.6%	5.6%	7.5%	22%
Foreign Born/Lang. Issues	% Foreign Born	17.3%	40.4%	42.9%	40.7%
	Lang. Other than Eng. Spoken at home	38.6%	58%	62.5%	29.6%

Growing up in this high risk environment has grave consequences for students at our two targeted schools. Students at our target schools are struggling, and the situation is not likely to improve any time soon. School #6, which is our highest priority and became a full service community school beginning in September 2013, has lost roughly 400 students over the past four years and served roughly 400 students in the 2012-2013 school year.²⁰ School #6 has a

¹⁹ All data in this table taken from the 2000 United States Census.

²⁰ NJ Dept. of Education School Performance Report for PPS Number 6, 2013

staggering chronically absent rate of 36%. 92% of the students are economically disadvantaged and qualify for the free lunch program.²¹ 13.5% of families speak Spanish at home and 8.1% of students are classified as Limited English Proficient. 11% of students have IEPs.²² Student suspension rate is 15%.²³ School #6 has been classified with an Improvement Status of “Priority” and is among the “Lowest-Performing” schools in New Jersey. School wide, only 16.6% of the students are proficient in Language Arts Literacy (LAL) and only 25.2% are proficient in Math (MA).²⁴ Currently there are no 8th graders enrolled in Algebra I.²⁵

School #15 is a “Focus” school, due to the lowest performing subgroup as compared to the state of New Jersey.²⁶ In September 2013, PPS declared School # 15 to be a Full Service Community School. This comes just one year after the school was changed from a K-8 school into a PK-5 school, which feeds New Roberto Clemente FSCS. Student enrollment is expected to reach 1000 by the 2014-2015 school year. The 2012-2013 enrollment was 811, with 92% economically disadvantaged and qualify for the free lunch program, 27% Limited English Proficiency, and 12% students have IEPs.²⁷ 53.9% of families speak Spanish at home.²⁸ School # 15 has a 19% chronically absent rate.²⁹ School wide, 30% of the students are proficient on LAL, however only 135 of the student with disabilities and 10.6% of the LEP students are proficient on LAL.³⁰ School wide, 60.9% of the students are proficient in MA, including 37.8% of the students with disabilities and 43.8% of the LEP students.³¹

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ NJ Dept. of Education School Performance Report for PPS Number 15, 2013

²⁷ Ibid.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ NJ Dept. of Education School Performance Report for PPS Number 15, 2013

Student achievement at our three target schools is very low. Scores on standardized tests are dismal, with our students not even approaching state averages (with the exception of the outlier in PS 15’s 4th grade MA scores):³²

	% Students Scoring Proficient and Advanced 2012-2013		
	School #6	School #15	State Avg.
4 th Grade Lang. Arts	0%	25%	42%
4 th Grade Math	19%	61%	49%
8 th Grade Lang. Arts	36%	NA	47%
8 th Grade Math	13%	NA	49%

When students enter to high school, the challenges are even greater. In response to the long failing John F. Kennedy or Eastside High School (made famous in the movie *Lean on Me*), PPS converted to a school choice system for all of high school students in September 2012. Each graduating 8th grader selects 3 choices and is assigned according to space availability. The PPS high school system now offers eleven different schools, with eight of them as academies within a school. However, four of these academies within a school have been identified as “Focus” schools.³³ At nine of the eleven schools, 0% of the students taking the SAT scored a 1500 or higher (International HS: 6%, School of Science Technology: 7%).³⁴ More than 40% of families at each school speak Spanish at home, and more than 18% of students at each school have³⁵

³² Data from School #15 and School #6, 2012-2013 NJDOE Performance Reports

³³ NJ Dept. of Education School Performance Reports, 2012-2013

³⁴ Ibid.

³⁵ Ibid.

c. Services to be provided

Coordination of FSCS Initiative: PPS will continue to provide oversight of the entire FSCS program that is being established in Paterson. PPS has hired a full-time FSCS Director and a full-time supervisor of FSCS, who both work with the school superintendent to provide support to schools as they continue the process of converting two new sites to FSCSs. In addition, each school principal will support the conversion to his and her schools FSCS. They will develop relationships with FSCS partners, provide partner access to school buildings and services; work with partners to adapt programs to meet the needs of each school; provide academic enhancement activities and materials; assist partners in outreach to parents through Parent Liaisons; provide data; and share staff training and technical assistance. Each school will maintain a leadership team, consisting of the principal, full-time FSCS Site Coordinator, instructional coach, school nurse, guidance counselor, student services representative, and chief custodian, which will meet weekly to assure coordination and address any challenges. An Advisory Committee composed of the principal, FSCS site coordinator, partner representatives, at least two family members and community members will meet monthly.

Overall Program Management: New Destiny Family Success Center will serve as the lead agency at School #6 and St. Paul's Community Development Corporation will serve as the lead agency partner at School #15 in Year 1 of the grant, and will provide site management services. As lead agencies, these organizations will: hire, train, and supervise a full time FSCS Site Coordinator in each school; work closely with each school's principal; manage the relationships with partners and other community organizations; develop a schedule of activities agreed to by all partners and meeting the needs of students, families and community; and manage data.

Technical Assistance: Through its National Center for Community Schools, the *Children's Aid Society* will provide technical assistance efforts to assist in the implementation and sustainability of the FSCS approach. Additionally, CAS will support the ongoing attendance initiative which began in September 2013 to address chronic absenteeism.

Youth Academic Enrichment: Education services will be provided through a wide variety of programs, including:

- During the school day, 5 *AmeriCorps* members will be placed in classrooms to provide instructional support. Each member will be assigned to a specific classroom for each semester, and will work under the supervision of school day teachers to provide small-group instruction in literacy and math.
- Our FSCS model will include an *afterschool program* that will operate 5 days each week and serve 300 students at each site; the program will offer homework help, academic enhancement activities and skill-based opportunities. Three days each week, the program will provide intensive academic remediation by certified teachers to the lowest performing students and those with IEPs.
- To provide academic assistance to older youth, we will open a *Youth and Community Center* at each FSCS school. The Centers will operate from 5pm to 9pm during the week, and from 9am to 5pm on some Saturdays. At the Center certified teachers will provide three days of math and literacy instruction each week, and offer test preparation and study skills training.
- During the school day students will engage in *Paterson Pathways*, an advisory-based life planning program that helps students improve their academic performance and plan for future education and career choices. Monthly themes cover academic preparation and improvement, planning and goal setting, and college and career preparation.

- Our FCSC program will offer the National 4-H *STEM* (Science, technology, Engineering and Math) program. National 4-H Curriculum focuses on 4-H's three primary mission mandates: science, healthy living, and citizenship. From Wind Power to Workforce Readiness, youth activity guides are filled with engaging experiences that cultivate the skills that youth need for everyday living as they gain knowledge about subjects that interest them. STEM will be offered for two hours twice each week for 6-week sessions. The students will participate in the National Youth Summit as a culminating event.
- Our FSCS programs will offer two levels of *College Readiness and Career Preparation* activities; one will be offered to students in grades 4 through 8 during the afterschool program, and the other is designed for students in grades 8 through 12 and will take place in the Youth and Community Center. Both levels will include workshops, presentations, projects and field trips to local colleges.
- The Paterson Public Library will host *literacy clubs* twice each month at each site. Students will read and discuss age appropriate books, and engage in hands-on activities to make the books come alive. The Paterson Public Library will host monthly literacy nights for students and their parents to come to the library to read together; during these nights, library staff will also introduce families to its array of resources. The Library will also host monthly children's story time programs for students in grades K-2 and literacy workshops for older youth at each school. The Library Bookmobile will also visit each school monthly.
- High School students will be offered *ESL classes* one night each week at the Youth and Community Center.
- *GED classes* for high school drop outs will be provided at the Youth and Community Center one night a week.

- The FSCS program will offer four cycles of *community service* activities each year, following an evidence-based curriculum. 25 students will participate for three hours each week during each cycle. Students will design their own service projects, which might include a school garden, community clean up or clothing drive.

Medical, Dental and Mental Health Services: Outreach Clinical LLC will establish a *school based health clinic* at each school. The clinic will provide scheduled and walk-in services that will include physical/dental examinations, nutrition counseling, immunizations, TB testing, first aid care, emergency care and screening, HIV referrals, diagnosis and treatment of medical conditions. The clinic will be staffed by a multi-disciplinary team, which may include physicians, dentists, nurse practitioners, physicians' assistants and/or mental health professionals. This team will work with the school nurse. Monthly workshops on managing asthma will be presented to students and families. Clinic services are free and available to all, regardless of insurance status. Clinics are open every day that school is in session and one evening each week, and will provide 24 hour telephone coverage when schools are closed.

Nutrition Services and Physical Activities: Twice each week during the school day 100 students will participate in *sports intramurals*; students in all grades will participate in soccer, while basketball will be offered to students in grades 4-8. 100 students will also participate in the evidence-based *CATCH health, fitness and nutritional curriculum* during the afterschool hours. A *cooking program* will be offered to afterschool students in grades 4-8, and to high school students using the Youth and Community Center. In addition to learning how to cook, students will explore culinary careers, learn budgeting, practice reading nutritional labels, take physical fitness assessments including the measurement of their Body Mass Index, and take pre- and post tests to determine their mastery of program content.

Arts: 100 students in the afterschool program will participate in *performing arts* activities three days each week, and 100 will participate in *visual arts* for the same amount of time. Activities will be taught by high level instructors, and students will travel to museums in New Jersey and New York to further their artistic experiences.

Violence Prevention/Conflict Resolution: The program will offer monthly *gang prevention* workshops once each month at both the afterschool program and Youth and Community Center, and work with the anti-bullying specialist at each school to implement New Jersey Positive Behavior Support in Schools (PBSIS); a collaboration between the New Jersey Department of Education, Office of Special Education Programs and The Boggs Center, Rutgers Robert Wood Johnson Medical School, NNJ PBSIS is funded through the I.D.E.A. 2004, Part B Funds. The purpose of the NJ PBSIS initiative is to build capacity to support the social-behavioral needs of all students, including students with disabilities during the school day and weekly during the afterschool program.

Healthy Relationships: A monthly series of workshops will be offered to older youth through the Youth and Community Center. Topics will include pregnancy prevention, domestic violence, and STD and HIV prevention.

Adult Education: *Adult literacy, ESL, GED, and Citizenship classes* will be provided for three hours each week at the Youth and Community Center.

Job Training and Career Counseling Services: *Workforce development and job search/job readiness training* will be offered 1 day each week at the Youth and Community Center. A *life skills/job training and placement program for adults with disabilities* will also take place once each week. A *Summer Youth Employment* program will be operated out of the Youth and Community Center. Students will work 40 hours each week for 8 weeks, earning a stipend.

Service for Immigrants: A staff member from New Destiny Family Success Center will work at each site, as well as NDFSC's central location, to provide *immigration assistance and counseling*, preparation of forms, job placement, crisis intervention, and translation and interpretation services for immigrants. Monthly workshops will also be offered, as well as referrals to legal services.

Services for Disabled: The NDFSC staff member, who will also be trained to work with the disabled population, will spend the day at each school once each week. He or she will provide *parent training and advocacy, job placement, transportation and respite services* for the disabled and their families. Support for families as their youth transition to adulthood will also be offered. One evening every other month workshops will be offered to disabled youth and those with IEPs; on the off months workshops for parents and children together will take place. A special series of monthly workshops will be offered to hearing impaired children and teens; services for this group will also include social activities, a support group and advocacy services.

Housing Assistance: Through monthly workshops program partners will provide information about accessing affordable housing in the community, and advocate for those who need assistance securing appropriate shelter.

Emergency Food Services: On an as needed basis, each student, family member and community resident will be referred to emergency food pantries maintained by program partners and other community organizations. As part of it community services activities the programs will host food drives, with the goal of sending each child home once each month with a backpack containing food.

Snack: Students in the afterschool program, as well as those attending the Youth and Community Center, will receive a nutritious snack each day the program is in session.

Case Management Services: Program partners will provide case management services for individuals and families in need of social services. Services include information about entitlement programs, emergency assistance for fuel and emergency housing.

Services are summarized by partner in the following chart:

Partner	Services
New Destiny Family Success Center	FSCS program management Instructional support during school day Development and management of afterschool program Development and management of Youth and Community Center Community service/service learning Community outreach College bound/career exploration program Violence prevention/conflict resolution Summer Youth Employment School day sports Snack Adult educational opportunities Immigrant services
St. Paul's CDC	Youth ESL Workforce development, job search/readiness Adult and high school GED Emergency food services Case management Community organization and outreach Housing resources and referrals Advocating for entitlements Healthy relationships Case management Adult educational opportunities Immigrant services
Paterson Public Library	Family literacy and ESL Literacy Clubs Community service/service learning Book mobile
Outreach Clinical LLC	Medical, dental and mental health services
Children's Aid Society	Technical assistance on implementing FSCS model Chronic absenteeism
ActKnowledge	Evaluation services

II. Identified Gaps:

In its process of preparing for start up of its FSCS initiative, PPS and its partners analyzed their schools and surrounding communities. As a result, we have identified the following gaps:

- i. Academic Performance:* Each target school has identified its highest priority needs in its Title I School Improvement Plan. These include: 1) *Literacy and Math Performance:* Students across our schools struggle with performance in language arts and math. Last year, students at School #6 and #15 failed to make AYP in literacy and math. Strategies for addressing these gaps include an afterschool program tutoring/academic support; school day targeted instructional support by AmeriCorps members under certified teacher supervision; Youth and Community Center tutoring/academic support; PEFs Paterson Pathways Student Advisory Program; Paterson Public Library Literacy programs. STEM; College Track and College bound programs and PBSIS to support the social-behavioral needs of all students, including students with disabilities. During the school day and weekly during the afterschool program. 2) *Performance of Bilingual/ESL Students:* These subgroups have performed poorly on the New Jersey State examinations and new strategies must be developed to engage them. These will benefit from afterschool activities and Youth and Community Center activities specifically targeted to this population, Paterson Public Library programs designed specifically for the bilingual/ESL students; AmeriCorps mentoring, PEF's Paterson Pathways student advisory program, New Destiny Family Success Center and St. Paul's Community Development Corporation's programs and Outreach Clinical Services physical and mental health services.
- ii. Parent Involvement:* Our target schools all struggle with low parental involvement, which may be a cause of their high student mobility rates. Research on FSCS schools has shown that parental involvement leads to greater academic and social-emotional success. We have

identified certain programs to increase parental involvement; these include: language assistance classes for parents through NDFSC, the Paterson Public Library, St. Paul's CDC and CAS; involvement in community activities through the PPS Family and Community Engagement Department; GED classes; job training; literacy nights and Outreach Clinical Services physical and mental health services.

- iii. *College-bound Culture:* We want to help develop a college bound culture among students before they reach high school. Only 6% of International High School's junior class and 7% of the School of Science Technology's junior class received a +1500 on their SAT, essentially ruling out immediate enrollment in major universities and colleges for nearly 90% of the graduation class of 2012-2013. Across the census tracts of our target schools, only 3.9% of the population holds a B.A. degree or higher. Strategies to increase student focus on college include more activities with local colleges and tours of local college campuses; financial aid and College Track workshops, and increased interaction with college graduate role models as school and after school staff and outreach to local colleges.
- iv. *Health Services:* Based on their economic status and race/ethnicity, Patersonians are at increased risk of poor health – according to a NJ Dept. of Health Services report, non-Hispanic Blacks and Hispanics are significantly more likely to report fair or poor health status, as are those with lower income and educational attainment.³⁶ One remedy for these gaps is school-based clinics, and referrals to these clinics from Program Partners.
- v. *Adult ESL Classes:* 59% of Patersonians speak a language other than English at home,³⁷ as do 56% of School #15 families. English classes would help them obtain better employment and

³⁶ NJ Dept. of Health Services Center for Health Statistics; Healthy Days 2003.

³⁷ U.S. Census, Paterson, NJ Quick Facts

increased income, as well as provide academic assistance to their children. These activities will be offered by St. Paul's CDC, the Library, NDFSC, and PPS.

III. Adequacy of Resources

a. Adequacy of Support: PPS is fully committed to implementing a FSCS initiative, and the Superintendent has included converting to the FSCS as part of his strategic plan. PPS has hired a Director of FSCS and an FSCS Supervisor; through a request for proposal identified the second set of schools to be converted; facilitated meetings between schools and community partners; and develop a conversion plan. PPS will provide full access to school facilities to program partners as well as security and custodial services and the support of an FSCS Coordinator. Each school has agreed to provide a designated space out of which partners will operate. School #6 has already built out space for the Youth and Community Center, with a separate entrance, which will also include areas for parent morning and evening workshops. School #15 is converting space for a family center and a medical clinic and is reorganizing to provide appropriate space. Each school also has outside play space, and through SPCDC a KaBoom playground will be installed shortly at School #15. The schools have agreed to provide access to equipment, supplies and curricular materials, support of their parent liaisons and secretarial staff, and teacher cooperation. Principals have agreed to participate in weekly Leadership Team meetings, and monthly Advisory Committee meetings.

Each partner in this grant is committed to extending its services into the target schools. They have agreed to provide at a discount staff, training, equipment, and supplies to support the FSCS initiative, attend Advisory Committee meetings, and cooperate with the evaluation.

b. Commitment of each Partner: Each Program Partner fully supports our FSCS initiative. Please see the attached MOUs for details of their commitment.

c. Reasonableness of Costs: Given the goals and objectives of our program and the needs of the Patersonians, we believe our costs are extremely reasonable. In year 1, we will serve all 1200 students from School #5 and School #15, plus 20% (240) of their family members and 50 community residents at a cost of \$468,800.00 or a per person cost of \$335.38, with 25% of the costs allocated to establish the health clinics and provide treatment.

Over the life of the project, Paterson FSCS will serve a minimum of 2000 people, including 400 School #6 students per year, 800 School #15 students per year, 20% of their families and 125 community members. Total costs will be \$2,498,550 or an estimated \$1,249.28 per person, including the costs associated with the establishment of the health clinic and provided treatments.

IV. Quality of Management Plan

a. Comprehensive Plan

To continue the development and implementation of the FSCS Initiative, a PPS Full Service Community Schools Steering Committee, approved by the Paterson Public Schools Board of Education, has officially taken-over the role of the Advisory Committee. To oversee the initial implementation of the two FSCS conversions addressed in this proposal, PPS and its partners have created an FSCS Steering Committee. The FSCS Steering Committee consists of representatives from the Paterson Public Schools Board of Education: including (1 board member, 1 Assistant Superintendent of Academic Services, 1 Executive Director of Reform and Innovation, 1 Director of Community Engagement, 1 Supervisor of Full Service Community Schools), the Mayor's Office of the City of Paterson, the Paterson Department of Human Services , and one from each of the following sectors from the community: higher education, social services, business/commerce, health/wellness, and two parent/custodians of school-age

student. Children's Aid Society and ActKnowledge also participate in FSCS Steering Committee meetings. The FSCS Steering Committee will meet regularly to provide oversight, receive updates from the PPS Supervisor of Full Service Community Schools and provide advice, review data, assess progress, provide feedback and adapt program implementation as necessary.

Responsibilities of the Steering Committee include:

- Recommend sites for approval to transform into a Full Service Community School
- Participate in the approval process equally with Paterson Public Schools Board of Education, PPS Site Principal, and Lead Agency Applicant for the establishment of the Lead Agency at each of the Full Service Community Schools sites,
- Provide technical assistance to the FSCS sites and representatives,
- Participate in the evaluation process involving the third-party evaluator,
- Conduct regular self-evaluative measures and apply outcomes in real time,
- Create a calendar of meetings,
- Participate in a majority of meetings,
- Establish a sub-committee named, "Funders Committee," that will meet quarterly, at minimum, that consist of organizations providing financial support for the initiative, this includes lead agencies and others that will be named as established, the purpose of this sub-committee is to develop sustainability measures for the initiative,
- Assist the scaling-up of the initiative by utilizing research-based best practices and lessons learned from the field
- Participate in the Theory of Change workshops, thus assisting in the establishment and revision of the outcomes-based pathways utilized to accomplish the initiative's goal(s).

The PPS Department of Full Service Community Schools will provide the PPS Board of Education with a status report on the Committee that includes, but may not be limited to an evaluation rubric, data, implementation information, development plans, and the development of new community schools on a quarterly basis.

A leadership team will also oversee the FSCS program at each school site. Members of this team will include the school principal and assistant principal, instructional coach, student services representative, nurse, guidance counselor, chief custodian, and Site Coordinator. Additionally, an Advisory Committee composed of the principal, site coordinator, partner representatives, at least two family members and community members will meet monthly and provide suggestions and feedback for the Leadership team.

Key responsibility for program implementation at each target school will lie in its FSCS Coordinator. Each Coordinator will be an employee of, and report to, the lead agency at that school. However, the Coordinator will also have a reporting relationship to the school principal. Each principal will host monthly meetings with its lead agency, and the PPS Supervisor, and weekly meetings with his or her Coordinator.

Program partners will be selected based on the needs of each school. Each partner will commit designated staff to this initiative. Such staff will report to the Coordinator at their school and will follow all program rules and regulations. Partner staff will participate in biweekly Site Staff meetings.

b. Key Personnel:

Lead Agency Full Service Community School Coordinator: Each lead agency will hire a full time FSCS Coordinator to manage the FSCS initiative at its site. Each Coordinator will have at least a Bachelor's Degree in related field of study with at least 3 years experience working with

children and/or adults in a nonprofit social service or community development organization, with a Master's Degree with comparable experience preferred. Responsibilities will include: managing the relationship with PPS; working closely with school staff; serving on the leadership team; coordinating the integration of services including referrals for families and children; outreach to parent; collaboration with the evaluator; outreach to legislators; leveraging existing resources and developing new resources; media relations; recruiting new partners; developing activities that meet local needs; developing strategies to recruit students and families; managing culminating events and helping develop a sustainability plan. The Coordinator will also prepare quarterly reports addressing all components of the FSCS program at his or her site, and present them at quarterly meetings of the Advisory Committee.

PPS Director of Full Service Community Schools: The responsibilities of the PPS Director include managing partnerships with community-based organizations, government agencies, and PPS central administration offices; working with school-based administrators to connect academic, social, and health supports to the school and its community. Tobi Knehr currently holds this position and was the architect behind the initial PPS' FSCS initiative. She was the original FSCS Supervisor and has also served as an Acting Principal and Vice Principal, Teacher Interdisciplinary Coach, Literacy Coach, Elementary Education/Classroom Teacher, Partnership Development Coordinator & National Recruiter: for Eckerd Youth Alternatives, Inc; and National Meetings Director for Campus Outreach Opportunity League.

PPS Supervisor of Full Service Community Schools: The responsibilities of the PPS Supervisor include building partnerships with community-based organizations, parents and families; working with school-based staff to connect academic, social, and health supports to the school and its community; and act as a liaison between the PPS and the CBO's to jointly

improve the educational outcomes for all of our children. Chris Breit currently holds this position. Prior to joining the PPS team, Ms. Breit was a founding member of Oasis: A Haven for Women and Children, dedicated to feeding and clothing needy women and children and to offering them educational resources and skills to obtain meaningful employment and to break the cycle of poverty.

School #6 Principal: Since Summer of 2013, Shonda Davis has served as the principal of School #6. Prior to this she was a high school principal for Newark Public Schools where she increased graduation rate from 36% to approximately 60% and increased student proficiency ratings in Mathematics by 19.7% and Language Arts and Literacy by 14.2% on the New Jersey High School Proficiency Assessment (HSPA) in one year. Implemented all requirements mandated under the federal School Improvement Grant (SIG). Ms. Davis implemented school-wide policies and procedures that assisted in restoring safety and security to Barringer High School. She was also a Department Chairperson, Teacher of Biology, Senior Class Advisor, and Curriculum writer.

School #15 Principal: Madeline Roman is the incoming principal of School #15. She was most recently the principal of NRC, one of PPS' first FSCS sites. Prior to that she was the Director of Academic and Support programs & NCJB for the Paterson Board of Education, where she administered the 21st Century Learning Community Grant and the No Child Left Behind (NCLB) Grant. She worked solely with the Paterson BOE Department of Curriculum & Instruction to design and implement district programs, instructional strategies, and professional development to enhance student performance. She also developed an intensive Saturday literacy program for 5th and 6th grade students; managed the SES program, supervised afterschool and summer programs throughout the district; and provided and designed professional development trainings to assist

academic support teachers in implementing intervention strategies to close the achievement gap. She has also served as PPS's Director of Elementary Literacy, bilingual instructor and science teacher.

FSCS SBHC Treatment Coordinator: Each FSCS will have an SBHC with its own Treatment Coordinator, hired by Outreach Clinical LLC. The Coordinator will work closely with the school nurse and the clinic health personnel to insure clinical and health care information flow through, school records, nursing records, as well as electric medical record. Minimum requirements include: Certified Medical Assistant designation (CMA) by the American Association of Medical Assistants, indicating that the Medical Assistant meets certain standards of competence. In the State of New Jersey, CMA credentialed individuals are permitted to administer injections. Possessing Bi-lingual skills is essential, Spanish verbal and writing skills are a plus. The Coordinator must respect the confidential nature of medical information. Clinical duties require a reasonable level of manual dexterity and visual acuity.

c. Time Commitments of Key Personnel: The PPS FSCS Director and Supervisor of Full Service Community Schools will commit 100% of their time to the FSCS initiative. Each Community School Coordinator will also spend 100% of their time working on the FSCS initiative at their school. Each school principal has committed to weekly meetings with their Community FSCS Coordinator and monthly meetings with the PPS FSCS Director and/or Supervisor, and has stated that they will provide more time to this initiative if it is necessary.

V. Quality of Project Services

a. Reflect up-to-date knowledge from research

Each of the Paterson Project's components is based on evidence of effectiveness. Paterson Public Schools' reorganization of its schools into Full Service Community Schools is based on success shown by the Children's Aid Society Community Schools Model. CAS will provide significant technical support to this initiative. Evaluations of this model demonstrate increased academic achievement, such as a 25% increase in reading at proficiency; a 33% increase in math proficiency; improvement on standardized test scores, school attendance, self-esteem and career aspirations.³⁸ The model also led to progress in student mental health issues, an increase in access to quality health care, and better student and family management of chronic illnesses.³⁹ Social and emotional development and community engagement improved; students were more engaged with community, had better behavioral conduct and more positive attitudes towards schools.⁴⁰ Parents were more involved, took more responsibility for their children's school work, felt welcome and were observed to be a presence in school more than in comparison schools.⁴¹ Additionally, the Coalition of Community Schools reviewed 49 evaluations of community schools, and found that 46 reported positive outcomes.

Each of our *schools* is also implementing programs that are evidence based. These include an ongoing partnership with the University of Pittsburg's Institute for Learning (IFL). The IFL's work is built around high-quality teaching, learning, and curriculum in the core content areas of English language arts, mathematics, science, and history/social studies. The IFL's tools include leadership tools and a set of research-based K-12 units in the four core content areas. The units are ready for classroom implementation and, even more importantly,

³⁸ 21 Century Community Learning Centers at Six New York City Middle Schools Year One Findings, ArtKnowledge, September 2005

³⁹ The Children's Aid Society's Community School Mental Health Services Analysis of Progress in 4th Year of the New York State Education Department's VESID – Effective Practices Contract. ArtKnowledge, September 2003.

⁴⁰ Op cit.

⁴¹ Ibid.

serve as templates for revision of local curriculum.⁴² Project-based Learning,⁴³ Professional Learning Communities,⁴⁴ block scheduling,⁴⁵ teacher mentoring⁴⁶ and more.

Until spring 2010 *the NJCDC* afterschool programs were funded by, and followed, the New Jersey After 3 model. An evaluation of this model found that teacher-reported improvements in language-arts skills, as well as more students being prepared for tests, taking notes in class, completing homework, correcting their own work, and paying attention in class.⁴⁷ Although NJA3 funding has ended, both NDFSC and SPCDC will continue to follow the model. NDFSC and SPCDC also uses the Coordinated Approach to Child Health (CATCH) Kids Club Fitness and Nutrition programs, which has been evaluated in over 80 scientific peer-reviewed publications with positive findings. For example, a controlled clinical trial showed that CATCH students consumed less fat and participated in more physical activity outside of school; follow-up studies showed that improvements were sustained.⁴⁸ Additional research studies found similar results.⁴⁹

Much research has shown that school-based health clinics (SBHCs) such as *Outreach Clinical Services of New Jersey* enable students, especially hard to reach populations, to receive more needed health services.⁵⁰ Studies have found that students at schools with SBHCs tend to rely less on emergency services and more on regular preventive care, with an increased likelihood of medical and dental checkups.⁵¹ Program evaluations have also found that a

⁴² <http://ifl.pitt.edu/index.php/about>

⁴³ (Astrid & Cooper, 2000, Acikgoz 2003; Demirel, 2000; Helm & Gronlund, 2000; Katz & Chard 1998).

⁴⁴ McLaughlin & Talbert, 1993

⁴⁵ *Jrnl of Ed. Research*, To Block or not to Block that is the Question, Jenkins, E. et al (Mar-Apr 2002)

⁴⁶ Cernetic, L., A Best Evidence Analysis and Synthesis of Research on Teacher Mentoring Programs, 2002

⁴⁷ Policy Studies Associates, Inc. Evaluation of New Jersey After 3 Reaching and Engaging New Jersey's Youth through Afterschool Programs, 2005 – 2008, April 2009

⁴⁸ Luepker et al., 1996; Osganian et al., 2003; Nader et al., 1999

⁴⁹ *Arch. Pediatr. Adolesc. Med.*/Vol. 159, March 2005.

⁵⁰ Blum et al. 2002; McNeely and Falci 2004; Kisker and Brown 1996.

⁵¹ Kaplan et al. 1999; Kaplan et al. 1998.

relationship between SBHC and academic success. For example, in one study students who used the SBHC clinic were significantly more likely to stay in school, and to graduate or be promoted than students who were not registered for the clinic, with black males showing the most significant results.⁵² An additional study found that the SBHC users had a statistically significant increase in attendance and grade point averages when compared nonusers.⁵³

An evaluation of the Paterson Pathways developed by the *Paterson Education Fund* has found significant effects regarding parental involvement. A key component of Paterson Pathways is student led conferences - of those students who led a conference, 96 percent had a parent attend their conference. Three years earlier, only 35% of the students had a parent attending a school conference. Parent attendance rates of certain targeted groups – students with limited English, migrant students, those from low income backgrounds and students with special needs averaged an impressive 89%. In addition Paterson Pathways’ students showed higher average graduation rates and lower incidences of remediation in college compared to peers.⁵⁴

b. Likelihood that Project will Lead to Improvements in Student Achievement

As addressed in the previous paragraph, there is a great deal of evidence showing that FSCS lead to improvements in academic achievement. Technical assistance from the Children’s Aid Society will ensure that PPS is implementing the FSCS model in a manner that will produce positive results. In addition, PPS is fully supportive of FSCS, with the superintendent having established FSCS as one of his priorities. Principals are also fully committed; School #6 and NDFSC have already developed a strategy to implement this initiative. Our partners are excited

⁵² McCord, M.T., J.D., Klein, J.M., Foy and K. Fothergill, 1993. School-based Clinic Use and School Performance J Adols Health 14(2):91-8.

⁵³ Walker, C., Kerns S.E.U., et al Journal of Adolescent Health, Impact of School-Based Health Center Use on Academic Outcomes August 2009.

⁵⁴ Paterson Pathways: 2012 PPS School #10 SIG Report

and ready to provide resources and cooperation. We believe that all the preconditions to academic success have been put in place.

VI. Quality of Project Evaluation

PPS is committed to a full-scale evaluation of its FSCS initiative to obtain critical information about our program sites so we can make sound decisions, learn from our actions, and improve the overall effectiveness of the FSCS model as it works in Paterson. We will collect data in a variety of ways from all stakeholders, and analyze the data to:

- Identify program strengths and weaknesses and develop plans to build on strengths and address weaknesses,
- Verify whether our FSCS initiative is running as we planned, and if not, why not,
- Determine whether we are implementing the right program activities to bring about our desired outcomes,
- Produce data we can use to promote services in the community, and
- Guide any duplication efforts.

We have an established partnership with ActKnowledge as our external evaluator.

a. Performance Measures

Goal 1: All students will attend each school day fully ready to learn.

Objective 1: Academic preparation: Through our FSCS program students at our target schools will receive increased hours of high-quality academic assistance, including tutoring, homework help and test preparation.

Activities: Afterschool program tutoring/academic support; targeted instructional support in the classroom by AmeriCorps members working closely with teachers; Teen Center

tutoring/academic support; Paterson Education Fund's Paterson Pathways' Student Advisory Program; Paterson Public Library programs, books and materials, technology assistance and Bookmobile; NJ PBSIS initiative is to build capacity to support the social-behavioral needs of all students, including students with disabilities during the school day and weekly during the afterschool program; low student to staff ratio; positive role models.

Performance Measures:

- There will be a 5% increase in the number of children performing at or above grade level on state exams, each year that the program is in session, as measured by an analysis of test of scores at the end of each year.
- By the end of Year 1, at least 36% of school day teachers will report increased student engagement in school, as measured by a year-end survey. In each subsequent year the reported number of engaged students will grow by 5%.
- By the end of Year 1, at least 36% of school day teachers will report improved completion of homework, as measured by a year-end survey. In each subsequent year the reported number of students showing improved homework completion will grow by 5%.

Objective 2: Social and emotional development: Through our FSCS program, students will experience, manage and express a full range of emotions; develop close and satisfying relationships with others and exhibit responsible and forward-looking behaviors.

Activities: Afterschool program activities; Youth and Community Center activities; CATCH fitness, mentoring and youth development activities; NJ PBSIS initiative is to build capacity to support the social-behavioral needs of all students, including students with disabilities. during the school day and weekly during the afterschool program; AmeriCorps mentoring;

NDFSC, SPCDC, and Library community service activities; Paterson Education Fund Paterson Pathways advisory groups.

Performance Measures:

- 30% of children each year, at each school, will participate in the afterschool program for at least 30 days, as measured by student attendance.
- 20% of students each year, at each school, will participate in the Youth and Community Center, as measured by student attendance
- 80% of children at each school, each year, will participate in at least 60 minutes of moderate to vigorous activity daily, as measured by student schedules and staff observations, and 25% will consume 5 or more servings of fruits and vegetables daily, as measured by student surveys
- 80% of students at each school, each year, will feel safe at school and traveling to and from school, as measured by student surveys
- At the end of each year 80% of students at each school will say they have a caring adult in their home, school or community, as measured by student surveys
- At the end of each year, at least 30% of the students at each school will have participated in at least one community service/service learning project, as measured by student attendance at such activities

Objective 3: Health: Students will have their medical, dental and mental health needs met through an accessible on-site clinic.

Activities: Establishment and use of Outreach Clinical LLC school-based health clinics; CATCH fitness and nutrition activities, NDFSC and SPCDC cooking and nutrition programs

Performance Measures:

- By the end of Year 1, at least 50% of students at School #6 and School #15 will be enrolled in the school health clinic, as measured by enrollment records. By the end of Year 2, an additional 10% of each school's student body will be enrolled
- Each year of the program, 25% of students will report that they consume 5 or more servings of fruits and vegetables daily as measured through a student survey.

Goal 2: Families will be actively involved in bettering their own lives and helping their children do the same

Objective 1: Parents will be more involved in their child's academic performance and engaged with their school.

Activities: NDFSC and SPCDC family workshops and programs for parental outreach. The Library's family literacy workshops.

Performance Measures:

- 20% of family members will attend parent teacher conferences during the first year of program operations, as measured by parent sign-in sheets; attendance will grow by 5% each subsequent year.
- Each year at least 20% of families will attend at least one College Track workshop, as measured by workshop attendance.
- Each year at least 30% of families will attend one school, afterschool or Teen Center event, as measured by event attendance.

Objective 2: Parents will utilize community-based services to manage & improve their lives.

Activities: School based clinic services, extended computer loans to PPS families through PEF's Family Friendly Computer program; family advocacy through PEF; NDFSC and

SPCDC's programs for disabled adults and families of special needs youth; respite care, transportation for the disabled, immigration and translation services; Library ESL and adult education classes; SPCDC's literacy and ESL classes, workforce development, job search/job readiness services, emergency food services, housing resources and case management.

Performance Measures:

- By the end of Year 1, at least 20% of families will be enrolled in the school health clinic, as measured by enrollment records. By the end of Year 2, an additional 10% of the families will be enrolled.
- By the end of Year 1, at least 20% of families will report decreased visits to emergency rooms, as measured through a student and parent survey. Each additional year will show a further decline of at least 5%.
- At least 25% of families per year will access a computer through the Family Friendly computer program, as measured by completed computer agreements.
- By the end of year 1, at least 20% of families will have utilized a service offered through one of the partner community organizations, as measured by parent sign-ins/partner program records. By the end of Year 2, an additional 10% of families will have utilized such as service, Utilization of services will grow by 5% each subsequent year.

Goal 3: Targeted neighborhoods within Paterson will be stronger, safer and more supportive of the needs and goals of their residents.

Objective 1: Community members will utilize community-based services to manage & improve their lives.

Activities: NDFSC and SPCDC's community outreach and organization, services for immigrants and special needs families; the Library's ESL and adult education classes;

SPCDC's workforce development, job search/readiness, emergency food, and case management services; Outreach Clinical school health-based center.

Performance Measures:

- By the end of Year 1, at least 10% of community members will be enrolled in a FSCS school health clinic, as measured by enrollment forms completed. By the end of each subsequent year, an additional 5% of community members will be enrolled.
- By the end of year 1, at least 25 community members who have never before used partner services will do so, as measured by parent sign-ins/partner program records. 5% growth in new users will take place in each subsequent year.

Objective 2: Community members will advocate for themselves and their community.

Activities: NDFSC and SPCDC's immigration services and services for the disabled; workshops hosted by Paterson Public Library, and the Paterson Education Fund; community service projects.

Performance Measures:

- By the end of each year, at least 25 community members will have attended information sessions, activities of workshops hosted by our program partners as part of this FSCS grant, as measured by sign-in sheets. . By the end of each subsequent year, an additional 5% of community members will be active volunteers.
- By the end of each year, at least 2 community members at each school will serve on each site's Advisory Committee, as measured by Advisory Committee minutes.

b. Evaluation Outputs and Outcomes

- Outputs: Increased understanding and knowledge of FSCS, increased operational capacity, time-sensitive response to technical capacity concerns, articles, conferences, & workshops on best practices, and dedicated funding for PPS'FSCS initiative.
- Short-term Outcomes: School attendance, parent involvement, community support, shared vision and ownership, change in local policy, and institutionalized partners,
- Intermediate Outcomes: Increased social capitals, FSCS sustainability for 0-12 educational system, families receiving needed support, increased reading proficiency, and scale-up the initiative.
- Long-term Outcomes: Increased graduation rates from institutions of higher education, all children prepared for their appropriate grade-level, and all students equipped for success in school and in life.

c. Will provide timely and valid information on the management, implementation and efficiency of the project

Each month our Evaluator will produce a monthly report summarizing data collected, data analyses and recommendations. The reports will be distributed to the FSCS Steering Committee and site Advisory Committees. The Evaluator will also attend all necessary FSCS Steering Committee and site Advisory Committees, where he or she will present findings and solicit feedback. Based on feedback and findings, the Evaluation Plan will be then be adapted. The evaluator will also host two large scale meetings per year, dedicated to assessing evaluation findings and planning for the future.

VII. Will provide guidance for replication

We will also host a year-end forum (Theory of Change) each year where we will provide assistance to other school districts seeking to convert their schools to the FSCS model; we

will post our mid-year and year-end evaluation reports on the Internet, and distribute them through the New Jersey Department of Education and other channels. We will also host a yearly forum to discuss our experiences, and speak at meetings and conferences across the state and county. The Children's Aid Society will assist us in developing additional strategies to help replicate our efforts elsewhere.