

Project Narrative

I. Need for Project

The Paterson Public School (PPS) District is fully committed to continuing the development of our Full Service Community Schools (FSCS) initiative in Paterson, New Jersey. Superintendent Eileen Shafer has prioritized the development and expansion of community schools under Paterson Strategic Plan, *A Promising Tomorrow*; and is strongly supported by Paterson's community members, families, and schools. PPS has successfully implemented the FSCS model in seven schools and previously was awarded the Full Service Community Schools Program Grant in 2010, 2015, and 2018. Paterson, along with strong community partnerships, has sustained our five schools funded by the 2010 and 2015 grants. They continue to flourish today, providing academic intervention and enrichment through extended learning opportunities, education programs and workshops for parents, and operate a school-based health center with an emphasis on mental and behavioral health. Paterson opened two additional FSCS through the 2018 grant and in the first reporting cycle for 2021-2022, the schools have served 2,507 unduplicated residents, inclusive of 1,009 students. After the 2021 FSCS Grant Competition was postponed, Paterson committed to the initiative and the need for support at the proposed schools and allocated District funds to start the FSCS initiative at the Al Moody Academy by hiring a full-time site coordinator and committing to sustain the position. Additionally, Paterson opened a District-funded FSCS Community Center centrally located in the city to provide adult education, student activities, and medical services to the greater community. Paterson has partnered with Children's Aid NYC, a nationally recognized leader in community schools, in both the 2010 and 2015 grants to receive technical assistance and guidance with implementing the FSCS model, and has applied best practices to continue to grow and sustain our community

schools. Through our experience and partnerships, Paterson is ready to coordinate, support, and sustain an additional two community schools through this grant funding opportunity.

a. Absolute Priority

Absolute Priority #1: Title IA Schoolwide Program Eligibility

The Paterson District has shown their absolute commitment and qualifications to continue the development of Full-Service Community Schools (FSCS) initiative. Paterson's absolute priority with the 2022 Full Service Community Schools Grant Program opportunity is to serve two schools with strategies and support for students, families, and community members with a focus on paving a path towards a promising tomorrow. Through our needs assessment, Paterson has identified at-risk youth, recent immigrants and English language learners as an area of focus to further expand existing pipeline services and develop new pipeline services, in order to support our students and families and address barriers that impede academic and social success. The two schools selected for funding with this grant opportunity, due to their existing pipeline services and their capacity to expand new services, are the Alonzo "Tambua" Moody Academy (ATM) as one site, and Public School 16 (School 16) as the second site. School 16 will be Paterson's seventh FSCS elementary and ATM will be the second FSCS high school. ATM is a nontraditional high school setting for approximately 200 students who have experienced a variety of social, emotional, and academic issues throughout their school careers, with many students having been recently incarcerated. The school population fluctuates throughout the school year, depending upon the status of students' legal cases. Students who are recommended to ATM have demonstrated severe episodes of defiance, disrespect toward authority, violent outbursts, and in general have been disengaged and detached from the traditional school environment. School 16 is located in a densely populated neighborhood in Paterson that is

predominantly composed of recent immigrants of Hispanic ethnicity. School 16 is home to 865 students in grade levels ranging PreK - 8, with 80% of students coming from non-English speaking homes. School 16 and ATM are both classified as school-wide and are eligible for Title I funding. With a continued determination to ensure all students are guided in the best way possible, we are confident the district will be able to create more Full-Service Community Schools moving forward.

Both designated schools have developed a preliminary plan to provide essential pipeline services by proposing to establish access to programs and services for our youngest community members to at-risk teens and their families. Paterson has identified strong community partnerships that are located within the neighborhood and with agencies that have a history of providing supportive pipeline services to Paterson's community members. ATM has partnered with: Paterson Public Schools, Paterson Education Fund, Health N Wellness, Paterson Police Department, Passaic County Probation, Paterson Youth Service Bureau, NJ Reentry Corporation, WAFAA Organization, and Children's Aid. School 16 has selected a partnership with: Paterson Public Schools, Oasis-A Haven for Women and Children, Health N Wellness, William Paterson University, and Paterson Education Fund. The selected partners aim to provide the necessary services and programs for the overall health and well-being of struggling families and students.

Paterson is one of the poorest cities in the state, with 29% of residents - close to 50,000 people - living below the federal poverty line. Eighteen percent of poor families live on less than \$15,000 per year. Single women with children suffer even higher rates of poverty: fifty percent of families without fathers live below the poverty line, and those who have very young children are the poorest. 41% of Paterson's children - one in three children - are poor, and many do not get an adequate amount of food on a regular basis. A majority of Paterson's residents are African

Americans, Latinos, or recent migrants to the United States. The city has demonstrated a significant need for community outreach and improvement in order to help those in need.

Absolute Priority #3: Capacity Building and Development Grants

Paterson Public Schools have been responding to the needs assessments of the community and providing medical, social, and academic services to students and their families and have opened and sustained schools across the city. A Full Service Community School is a school in which service agencies and schools team up to address the holistic range of children's social, emotional, and academic needs, using the school building as a hub. Through outside partnerships, students and families can benefit from services such as a mental health counselor, a bilingual family caseworker, after-school enrichment, a health center, dental care, nutrition, and counseling to name a few. Partnership development to leverage resources is the core of the community school model. Each community school in Paterson has been successful in building substantive partnerships with a range of organizations to provide services and opportunities to students and families.

The needs assessment of School 16 and ATM identified natural or existing partnerships, while showing the need to identify additional partners to join the consortium to meet the expanding needs of the students, families, and community members. The consortium will work together to meet the goals of the FSCS grant and model. The varied members of the consortium will represent stakeholders involved in the implementation of the FSCS initiative, community organizations, local government, social services and partners invested in the overall health and prosperity of the community. The group will meet as FSCS Stakeholders Groups, with the members of different backgrounds and viewpoints reviewing the progress of the school and providing resources to address gap areas.

This consortium has already begun to lay the groundwork by participating in the needs assessment for School 16 and ATM. A school profile was developed for each site based on multiple data points pulled by the FSCS Department in an effort to identify the need for services. Paterson Public Schools will continue the needs assessment prior to the start of the grant and during the initial stages by conducting various community outreach efforts. The schools will hold school community forums to hear from the parents, community members, and most importantly students, on what specific services and programs are needed. PPS will administer surveys to gain input on programming such as adult education, availability and topics for parent workshops, support services, and the scheduling and offering of after school programs and extended learning.

Our initial needs assessment found twenty-Nine percent of the population lives in poverty and Paterson continues to take the necessary steps to help the community live a better life. Building upon our previous efforts, Full-Service Community Schools:

- Provide access and equity for our students and families – Effective academic programs and quality resources are essential for students to graduate prepared for college and career and to later become responsive and responsible citizens. Paterson’s community schools combine school and community services to close the achievement and opportunity gap for our students and families.
- Nurture strong partnerships and identify community assets– Our community has many resources that provide supportive programs and activities for our schools to address barriers to learning and sustain Paterson’s community schools’ initiative.
- Set high expectations for students and adults– Paterson’s community schools have high expectations. All students have the ability to learn at rigorous levels and adults are

expected to operate at high levels in order to achieve established school goals. Parents are provided opportunities to be a partner in their child's education.

- Operates as a results-driven / data-driven community – Paterson's community schools utilize multiple measures of data to identify the best strategies and effective practices towards established goals in student achievement, attendance, and parental and community engagement.

An important signature message from the principal of PS 16 demonstrates her passion and future vision for students as they transition into the real world with a quote from Paulo Friere, stating that “The starting point for organizing the program content of education, must be present, existential, concrete situations, reflecting the aspirations [and struggles] of the people”. This is a perfect example of what Full-Service Community Schools continue to strive for.

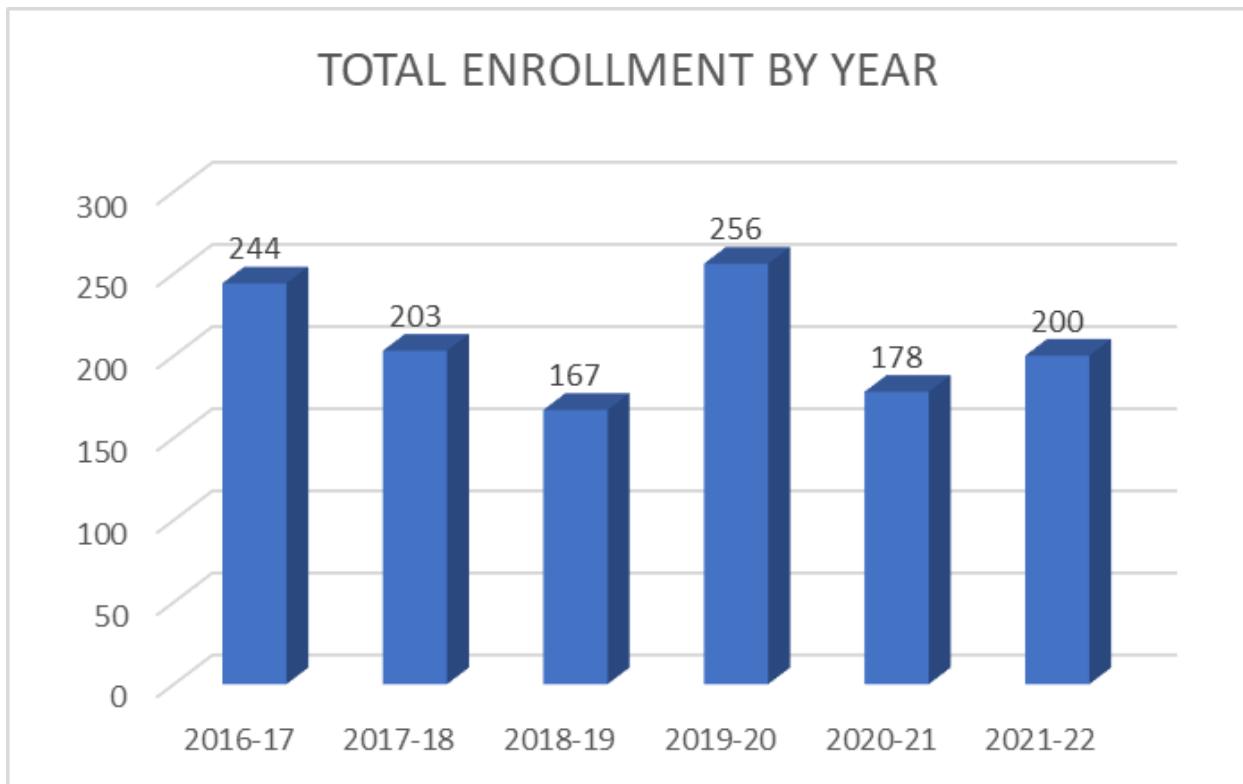
b. Needs Assessment

Alonzo “Tambua” Moody Academy (ATM) Needs Assessment

Alonzo T. Moody Academy High School (grades 9-12) is a comprehensive high school that implements an intensive behavior modification program, allowing the school to incorporate social and emotional learning into its curriculum and culture. ATM has recently undergone a name change from Great Falls Academy, and is currently located in a building that was constructed in 1904. The school has been at this location for the past four years. 65% of the student population is male; and 50% identifies as African American, while 37% identifies as Hispanic. As a school, ATM focuses on one of the major principles of Positive Peer Culture, which asserts that ‘the power of giving is more powerful than the power of receiving’. ATM’s mission is to provide enriching learning opportunities for students in a small, safe setting, conducive for students to achieve the opportunity to gain a sense of belonging and feel comfortable taking risks.

Al T. Moody Academy Demographics 2021-2022		
Male Students	130	65%
Female Students	70	35%
Free Lunch	200	100%
Reduced Lunch	0	0%
LEP	0	0%
FLEP (LEP Exited)	0	0%
African American	100	50%
Hispanic	74	37%

Enrollment Challenges

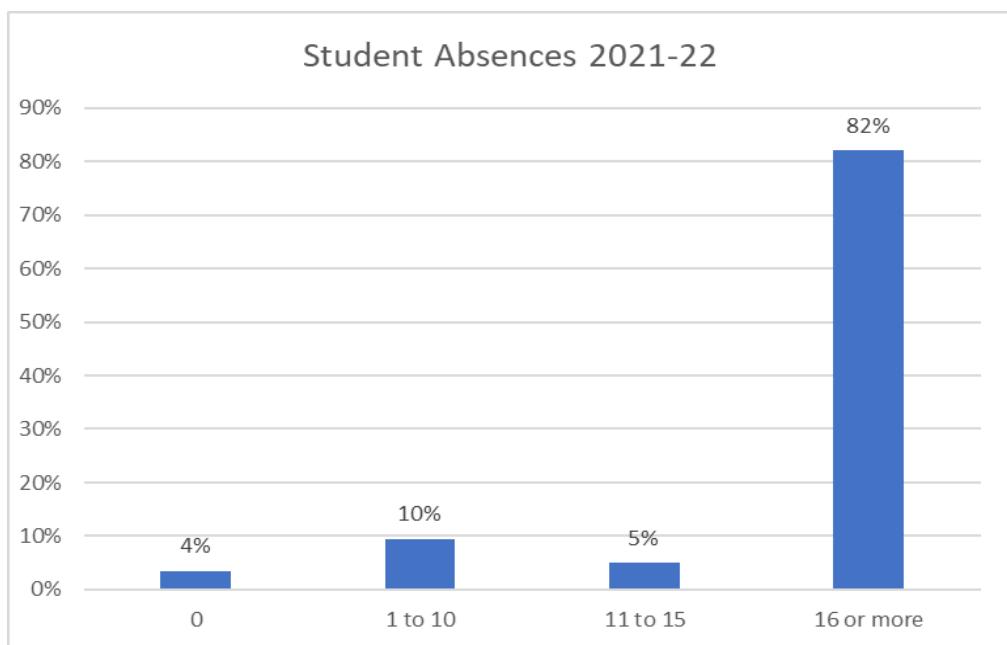


One of the greatest challenges faced by ATM is the intensive and extreme behaviors of students who have proven to have achieved little to no success in the traditional setting. As a result of the alternative High School model, designed to return students to a traditional high school and remain successful, there is a regular cycle of students transferring in and out of the school. Enrollment also varies greatly from year to year based upon need. ATM has a low teacher/student ratio (4:1), which allows for individualized instruction that targets student-specific learning needs, as well as the formation of a strong rapport between student and teacher.

Population Challenges (Behavior/Social Emotional)

Due to the nature of the Alternative High School, ATM students often exhibit behavioral problems and a general disinterest in school, which leads to high absenteeism and high suspension rates. In 2021-22, 233 days of school were missed due to Out Of School Suspensions. Additionally, 82% of students had 16 or more absences, and were considered chronically absent for the school year. ATM institutes the intense tenets of the Positive Peer Culture (PPC) behavior modification system and Restorative Practices, which primarily focus on implementing a high level of care and concern for each member of the school community. PPC and Restorative Practice believes in the healing process through positive relationships, and in creating a true sense of belonging for everybody involved in the community as a whole.

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	74	48%	
Out-of-School Suspensions	35	23%	233



Academic & College/Career Readiness Challenges

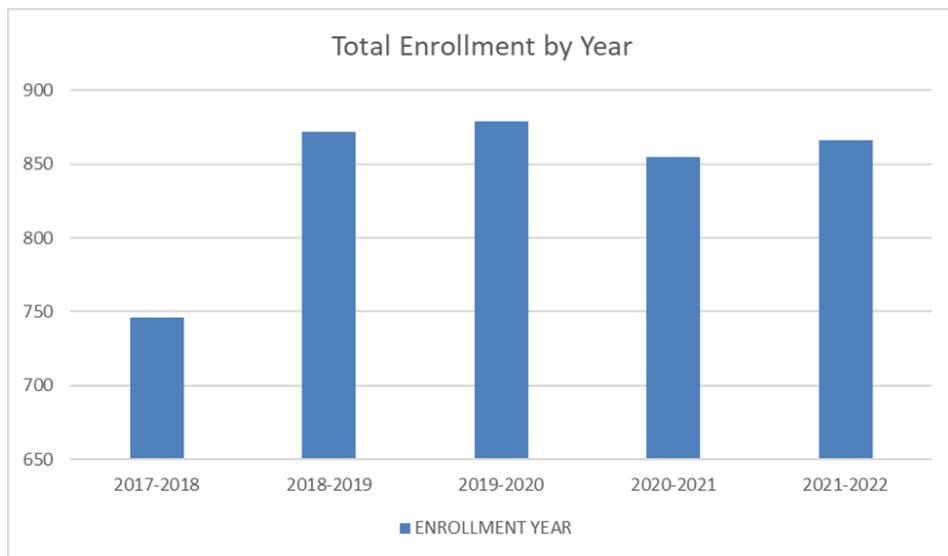
Due to the great amount of school missed by students attending ATM, it is very difficult for students to maintain high achieving grades, to perform at grade level, to successfully complete state assessments, and to maintain adequate credits to graduate on time. In the 2020-21 school year, 76 students (43%) are in the credit recovery program and combined have over 256 classes to complete in order to graduate high school. Students at ATM currently do not have the option to enroll in Career and Technical Education (CTE) programs or State Structured Learning Experiences, and are in need of programs that provide actionable job skills and training. Students at ATM have personalized learning plans, which are carefully prepared with input from staff, students, and parents/guardians, with student-set learning goals based on their plans. A variety of instructional strategies inclusive of differentiated learning, small group instruction, and technological programs afford students the opportunity to reinforce basic skills, while continually learning new academic skills. The use of technology gives students the opportunity to explore various areas of interest while working at their own pace. Students are encouraged to pursue post secondary school education, and have the opportunity to participate in college entrance exams including PSAT and SAT. Preparation for taking these exams is part of the curriculum, with special emphasis on vocabulary development, content knowledge, and test taking skills. The school counselor supports students in obtaining fee waivers for college entrance exams and explores financial aid opportunities for students attending college/university or career preparation programs.

School 16 Needs Assessment

School #16 Demographics 2021-2022		
Male Students	456	53%
Female Students	409	47%
Free Lunch	866	100%
Reduced Lunch	0	0%
LEP	296	32%
FLEP (LEP Exited)	125	14%
African American	56	6%
Hispanic	775	89%

School 16 is a PreK - Grade 8 school built in 2016, housing 865 students. 80% of the students at School 16 are Hispanic, and 31% are Limited English Proficient (LEP). The vision of School 16 is “to empower students to become champions of equity, justice and civic engagement through academics.

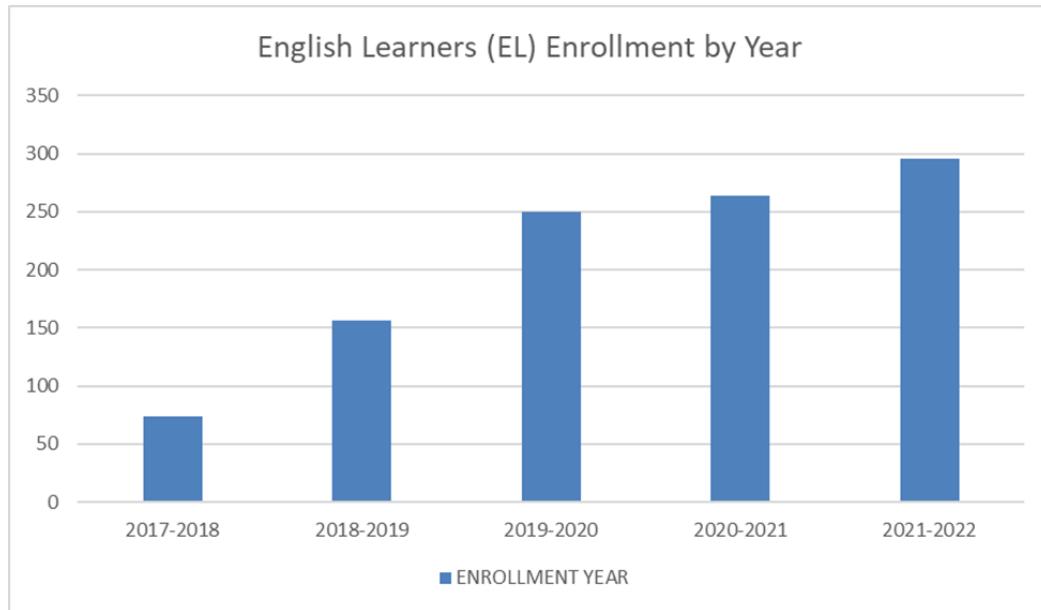
Enrollment Challenges

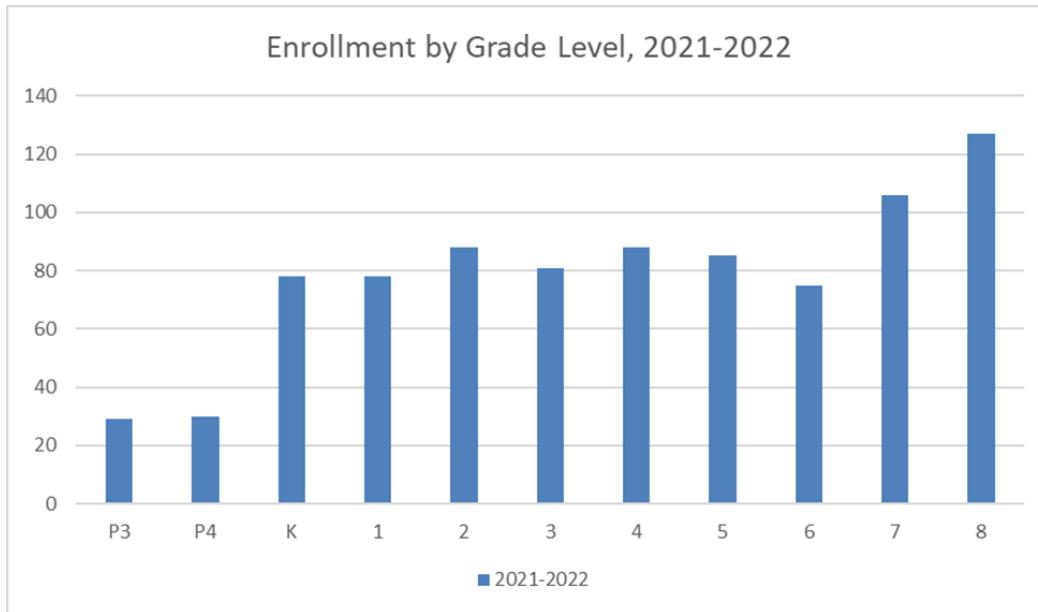


Since opening its doors in 2016 with 657 students, School 16 has become a District Bilingual Magnet School. As a result, there has been a rapid increase in student enrollment, to over 850 students in 2021-22, while the number of staff has remained relatively the same. Classroom enrollment increased from approximately 20 students per classroom to 30 or more students in many classes, including K-2 which has had 30-32 students per classroom for the last three years. Extracurricular activities offered through the school budget do not meet the needs of the community because of the high number of students who are interested in participating. The school has a waiting list of 150 students who were interested in extended learning programs for academic intervention, enrichment and extracurricular activities such as sports, music, art, chess and theater club. Due to budget constraints, the school has only been able to provide programs for a limited number of students for the last two years.

Population Challenges (English Language Learners)

The English Language Learner (ELL) population has also increased rapidly in a short period of time, while the Bilingual Education staff increased by only three, leading to higher enrollment in each class. About 80% of the ELL population have a cumulative proficiency level (or CPL) of 1-3, and receive native language instruction in the main content areas (ELA & Math). Additionally, about 80% of ELL in bilingual grades K-5 are reading below their grade level (in their native language and in English). Students at CPL 1-3 will benefit from additional opportunities to engage in activities in which they can utilize English in a natural context. About 20% of the ELL are in Sheltered English Instruction classes for the main content areas. Teachers require ongoing training to fully implement the SIOP (Sheltered Instruction Observation Protocol) strategies for ELL students.





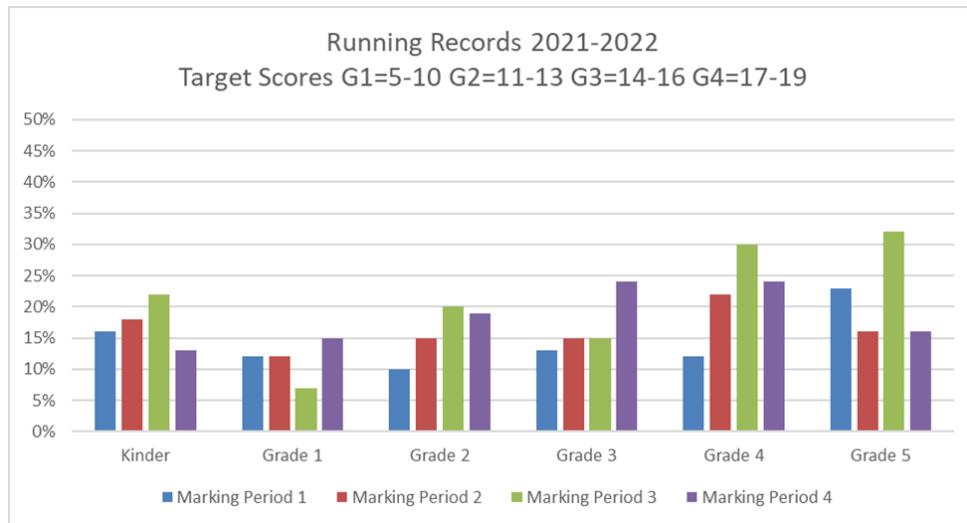
Enrollment by Grade Level Challenges

Grades with high enrollment have less opportunity for small group intervention, and have classes with 30-plus students. Particular concerns lie with high enrollment in essential primary grades where foundations for Reading and Math begin. Also, high enrollment in the middle grades where small group interventions are necessary as more rigorous content is introduced.

Academic Data Challenges

Grade	NJSLA Language Arts, Levels 3-5				NJSLA Math, Levels 3-5			
	GE	EL	IEP	504	GE	EL	IEP	504
Grade 3	41%	12%	49%	0%	66%	63%	84%	0%
Grade 4	59%	12%	0%	30%	34%	26%	0%	16%
Grade 5	52%	14%	22%	17%	59%	63%	34%	34%
Grade 6	53%	14%	0%	100%	52%	38%	0%	50%
Grade 7	50%	14%	16%	N/A	46%	18%	39%	47%
Grade 8	62%	8%	51%	50%	30%	29%	18%	50%
Grade 8 ALG					80%	0%	N/A	N/A
AVG	53%	12%	23%	39%	50%	29%	18%	39%
GAP		41%	30%	13%		24%	35%	13%

The table above shows the percentage of students by the level they achieved in the NJSLA. Level 1-2 indicates the student is far from the grade level curriculum, while levels 3-5 show the student is near or at grade level. About 88% of ELL students in grades 3-8 scored level 1-2. For approximately 60% of these students low performance is expected, and can be attributed to their English Language Proficiency being between CPL of 1-3. However, students who have a CPL of 3.5 or higher should have achieved a higher score. These students lack the academic skills and knowledge and require additional support. 50% of general education students in grades 3-5 scored in levels 1-2, and are performing below their grade level in Language Arts and Math and require additional support.



The pandemic and virtual learning has had a dramatic impact on students' reading levels.

The bar chart above shows the percentage of students reading at different reading levels, on their Running Records assessment for each marking period. The graph is divided in quartiles that include 25% of the student population in each. The graphs show the following concerns:

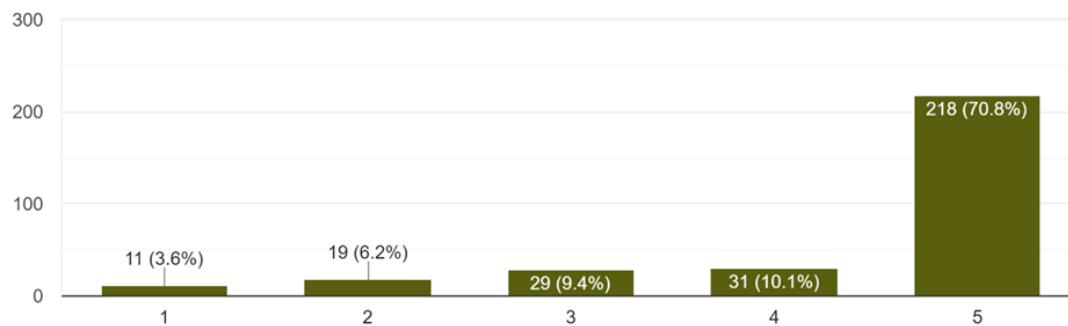
- Grade 1: 85% of the first graders are reading at the kindergarten levels (Running Record 1-4)
- Grade 2: 80% are reading below grade level; 50% are reading at the Kindergarten level (1-4), and about 80% are reading the first grade level (5-10)
- Grade 3: 75% of the students are reading below grade level; 25% are at the kindergarten level (1-4), 35% are reading at the first grade level (5-10) and 20% are reading at the second grade levels (11-13)
- Grade 4: About 70% are reading below grade level; 25% are reading at the second grade level (11-13); 20% are reading at the first grade level (5-10)

Student, Staff & Parent Identified Challenges (Survey Responses)

Student Responses

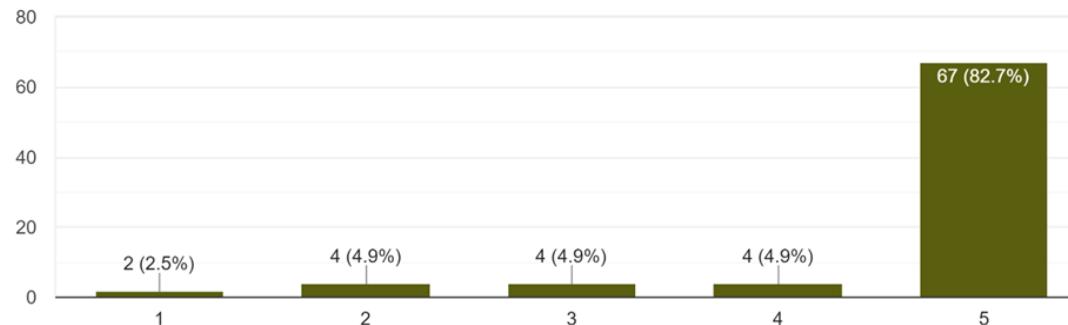
I have friends at school 16

308 responses



Yo tengo amigos en la escuela 16

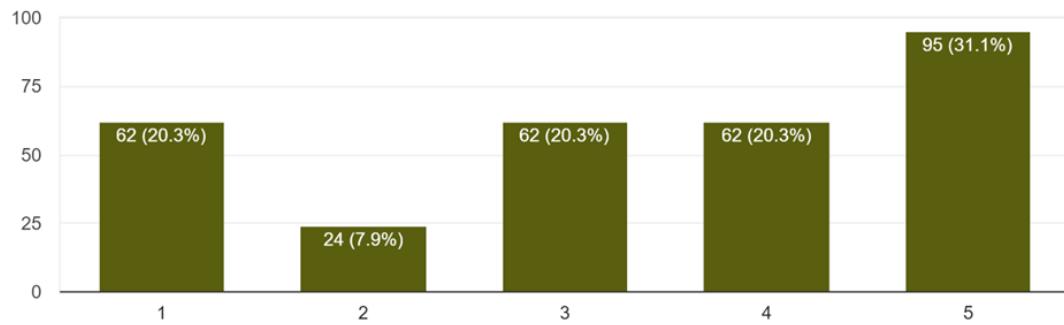
81 responses



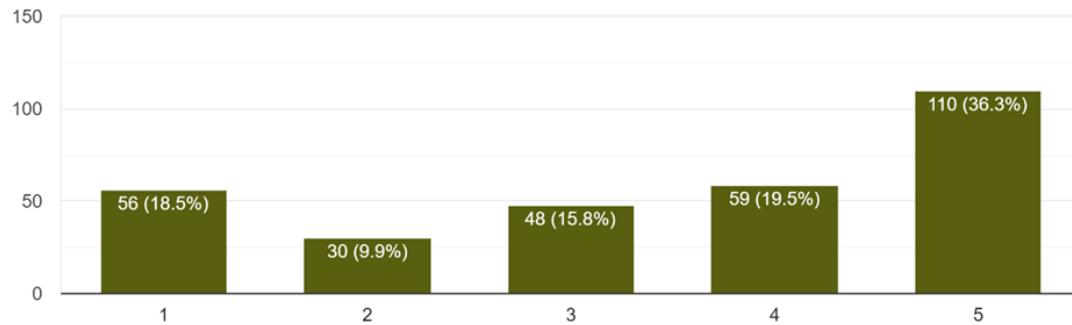
The graph above indicates the number of friends students have (at school). Of the students who participated about 80% had at least 1 (or more friends). Leaving approximately 20% of the students who do not have friends at School 16. This is a downward trend as in previous years about 95% of the students reported having friends at School 16. This need can be

addressed by developing programs, activities, or events in which the students can familiarize themselves with one another.

Istation helps me to get better at reading and understanding
305 responses



Imagine Math or Aleks help me to get better at Math
303 responses



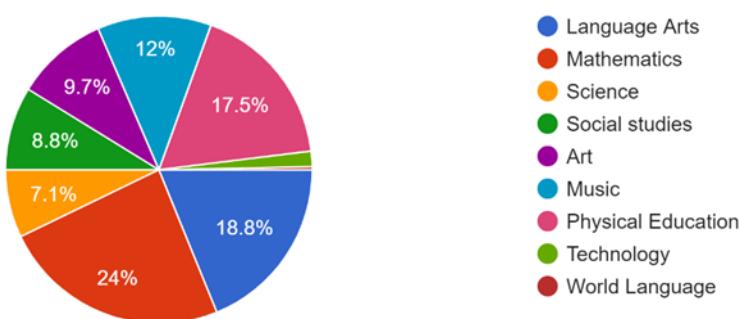
Additionally, 20% of the general education students and 28% of the ELL education students reported that they have difficulty using technology to learn. These needs can be addressed by developing extracurricular classes that help students learn how to manage devices, understand errors and connectivity issues, and understand how to troubleshoot problems they

encounter when they cannot log in to their accounts or cannot manage to work their computers properly.

Of those surveyed, 30% of the students selected Art, Music, Technology or Physical Education as their favorite subjects. Due to the high enrollment and limited staff, students in grades 5-8 do not have art while students in grades 2-4 do not have music. Technology is also limited to grades K-3.

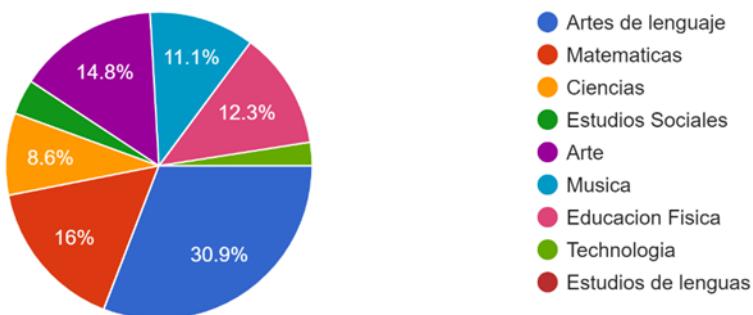
My favorite class is

308 responses



Mi clase favorita es

81 responses



Student recommendations:

- Students in general are asking for more lunchtime so they can socialize in the virtual setting.
- They would like activities that involve more physical movement, like physical education and open gym.
- The students would like extracurricular activities that allow them to work and interact with their peers.

Parent recommendations:

- Parents are generally requesting more programs which will teach instructional strategies that will help parents support their kids at home.
- Increased afterschool programs and study groups which will assist their children with learning in Math and Language Arts.
- Technical courses which will better assist parents with communication with teachers online, and access to student records, grades and attendance information through the online platforms the district is using.
- Increased services for students with disabilities, who would benefit from such programs that will allow them to enjoy all of the experiences which most general education populations enjoy during their school experiences.
- Additional Art, Music, and Gym programs and activities they can participate in afterschool.

Staff recommendations

- Development of activities or events which involve staff and parents where we can socialize and develop better relationships with each other.
- Development of PD to support the mental health of staff throughout the building.

c. Competitive Preference Priorities

Paterson is applying for competitive preference priority CPP1: Meeting Student Social, Emotional, and Academic Needs and CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. Due to Paterson's vast network of partnerships and experience in building and sustaining Full Service Community Schools, we will demonstrate below our qualifications in the competitive preference priority areas.

CPP1: Meeting Student Social, Emotional, and Academic Needs

Since Covid-19 lockdowns ended, K12 education in the U.S. continues to struggle with students' waning academic, social, and emotional engagement and school districts across the country are having to focus on students' social emotional, academic and career needs. This is especially true in the Paterson community, where the majority of our students face financial hardships and other barriers to academic success and emotional stability. To provide support in these areas, our project will address various areas of support for our students, parents and community.

(1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.

Paterson Public Schools' Full Service Community Schools aims to directly engage school youth from low-income, racially minoritized groups by increasing school engagement and

providing a supportive, positive, identity-safe, and inclusive community through developing trusting relationships between our coordinators, students, educators, families, and community partners. The Full Service Community Schools initiative has been a bright-spot, creating community hubs in schools, providing academic, health, social and emotional support to children and their families.

One of the first priorities for the FSCS Community Schools at School 16 and Al Moody will be to create a community room as a hub for programming and services. The School 16 community hub is designed with connected space for both the health services and program services components to share one common space with breakout space for programming and private spaces for medical services and behavioral health counseling. School 16 will also create a Family Center to welcome families to the school on afternoons and the weekends to provide access to social services, adult education, and childcare. At Al Moody academy some programming began in the 2021-2022 school year, and the site coordinator is looking forward to expanding services, and developing space to include health services in the coming year.

Each school will also provide extended learning and out of school time for increased exposure to academics to combat pandemic learning loss, enrichment, college and career readiness, support services, and mentorship. School 16 will offer a Kinder Bridge program to introduce incoming students and their parents to the School 16 teachers and all of the available services. School 16 will also host before care and an afterschool program in collaboration with the 21st Century Community Learning Centers program for its students. While Al Moody Academy will focus on a Summer School and an Afterschool program with the focus on college and career readiness, workforce development, and credit recovery. Additionally, the Al Moody school will work with the local police department, probation office and workforce development

to help students build trusting relationships and transition to successful and productive lives in school and or a workplace. Both programs will utilize school day teachers to teach the extended day/extended year programming to ensure strong connections in both content and relationship building between students and staff.

A cornerstone of the Full Service Community Schools initiative is the School-based Health Center to be located in each of the two proposed schools. Our partner, Health N Wellness, has been a critical part of Paterson's Full Service Community Schools initiative from the onset of our community schools. Beginning with early days of the full service concept, Health N Wellness has adapted to the needs of the community around the school. The non-academic barriers that affect children can lead to developmental issues, poor mental health and academic vulnerability, and providing essential health services to our students is a vital component of the FSCS. In addition to medical services (doctor, dentist, eye care, and hearing screening), behavioral health is a much needed component of the SBHC. Each health center is staffed by a Treatment Coordinator who works closely with the family to address their medical needs, including assistance to obtain health insurance. This is a much needed service for our families, especially families that have recently immigrated to the United States.

Our FSCS behavioral health groups provide a safe, supportive all inclusive space for our students. Students, families and counselors develop trusting relationships tackling issues like cultural adjustment, peer/family/school relationships, anger management, race, and also offer support groups for newcomers, LBGTQ+ students, and other similar issues that affect our students. Our students at Al Moody also benefit from programs designed to support successful transitions to more productive and healthy lifestyles and career development.

(2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.

The Health Center at each proposed FSCS site will provide extensive behavioral health counseling and mental health support. Each center supports a comprehensive program that provides the Integrated Behavioral Health care model. It not only encompasses individual and group behavioral health therapy but also includes medical, dental, optical, audiology, and nutrition in a SBHC. Since 2011, Health N Wellness has been servicing a population immersed in poverty and violence with very limited access to resources. Our team holds licenses that include LCSW, LSW, and LAC as well as interns from various local universities such as Columbia, NYU, Rutgers, Ramapo and Montclair States University. Our LCSWs / LSWs expertise are in specialties such as Complex PTSD, Dialectical Behavioral Therapy (DBT), Eye Movement Desensitization and Reprocessing (EMDR), Mindfulness, RYT-200 Yoga certification and Certified Group Psychotherapy (AGPA).

We have continued to use trauma-informed focused treatment through our behavioral health program. By incorporating the teachings of Maslow, Winnicott, and Linehan through individual and group psychotherapy, offering access to proper medical care, and connecting students with community resources, the opportunity to change a child's predetermined outcome is highly likely. In order for this to occur, the ability to recognize and heal developmental trauma rooted in Adverse Childhood Experiences (ACEs) and help create space for Positive Childhood Experiences (PCEs), we can provide a safe environment and services that will change the projected negative trajectory of a child living in poverty. Hence, a "whole-person care" Integrated Behavioral Healthcare model is crucial. Supportive systems and environments that enhance feelings of safety and protection, validation of feelings, and corrective emotional

experiences should be offered in lieu of zero tolerance policies and punishments. By replacing them with programs such as Restorative Justice and Positive Behavioral Interventions and Support, children and adolescents will have the opportunity to unlearn maladaptive coping skills, develop self-awareness, and be taught how to emotionally regulate, thus reducing the likelihood of repeated offenses. A collaborative initiative between micro and mezzo level social work must exist for the IBH model to be effective in the reduction of misbehavior. Social work agencies within the school based community outreach programs are crucial. The provisions for both academic and social opportunities, as well as building a team of qualified clinicians who can provide therapy to students who are chronically disobedient is an integral part of Positive Behavioral Interventions and Support as well as Restorative Justice implementation. Utilizing various modalities in psychotherapy, primary medical care, creating a strong interdepartmental cooperative within the school administration and other on site community resources creates prospects for program building through ongoing needs assessments. Behavioral health interventions can be used to treat the underlying causes of misconduct. Although the causes of misbehavior are vast, some of the most common underlying causes are: repeated sexual trauma, gang violence and recruitment, parent incarceration, Intergenerational Trauma, LGBTQ+ Gender and Sexual Identity Formation, Anxiety, and Depression. These issues also often lead to truancy and suicidal ideation. Culture and religion play a huge role pertaining to barriers that prevent the enactment of necessary interventions. Institutionalized racism still exists. At-risk youth of minority populations are funneled into a system that has been pre-determined for them because no one took the time to ask one simple question: what do you need?

Paterson Public Schools has implemented a district-wide approach to social emotional learning, social justice, and racial equality and aims to strengthen the network of support for

students experiencing social, emotional, behavioral, and relational challenges in grades PreK-12th through our district-wide SEL Resource Committee and Social Justice Committee.

The District SEL Resource Committee has developed “TheTake Out” which includes daily lessons and resources in English and Spanish centered around taking time out to breathe. Other resources include a mental health series called Courageous Conversations, Youth Equity Stewardship (YES), Mindful Schools professional development and implementation, the Nurtured Heart Approach, Mental Health First Aid Screening, and curriculum resources for our staff and teachers. When surveying our students as to “What can teachers or other adults at school do to better help you,” our students overwhelmingly have said that they want to be heard, understood, and connected to their teachers. Student responses include: “Do more listening than talking. Don’t dominate the conversation. Provide opportunities for students to express their feelings. Invite them to write or draw about their experiences and feelings.” “Our teachers or adults can better support us by making a minor weekly assignment about how the week went for us or how we are feeling.” “They can ask if I’m okay or if I’m feeling good or they can help me to be happy and relaxed. Also, they can help me figure out classwork and teach me how to do my homework.” With this in mind the district has created goal setting activities that support self management and self awareness along with personal growth circles to support our students. Additionally a monthly self-care calendar and district wide SEL check in sheets have been created to implement district wide.

Nearly 300 teachers and 12 principals from PPS schools have already participated in Mindful Schools training in 2021-22 and will continue the work into the new school year. Research shows adult presence and ability to connect with students is the biggest determining factor in a child’s future education and health outcomes. Research also tells us that mindfulness

practice, nurturing relationships, and school “connectedness” can reverse the impacts of trauma and toxic stress. Our Full Service approach will continue the work of mindfulness to help our youth and families by facilitating multi-tiered systems of support relating to Positive Behavioral Interventions and Supports, Social Emotional Learning, and restorative practices.

Our district-wide Social Justice Committee is dedicated to ensuring equitable access to content, programming, resources and opportunities for all students and preventing disproportionate impact of policies, procedures and practices on stakeholder groups. “Social justice is about distributing resources fairly and treating all students equitably so that they feel safe and secure – physically and psychologically” (National Education Association, 2020) and our Full Service Community Schools will work to implement our district equity plan including equity in grading and curriculum, professional development, crisis and community response, social and emotional learning, discipline, and school climate and culture.

(3) Creating and implementing comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships.

Paterson FSCS strives to provide an array of services and programs for students and their families to live a better life. Each FSCS school site builds relationships with families and students to link the community with the right partners and steer those in need toward a path of a promising tomorrow. If a FSCS cannot provide a service to a student or family, they have the capabilities to connect them to the right organization or individual who can help them. All those involved in the FSCS initiative are ready to help and guide those with a crucial need of assistance with multiple partners involved in the program, starting with the committed partners of the consortium. Building relationships with families and the community is crucial when creating a safe and inviting environment for those in need to feel comfortable in. Through

funding, FSCS can provide the core programs and services to alleviate the stress that the majority of families face in Paterson. Staff and Executive Directors are always ready to guide those in the right direction to help secure the needs of those who are looking for assistance with no other place to go. Gaining the trust of families is the first step in providing the help they need to live a better life for themselves and their children. With the right programs, services and staff in place, Paterson students and their families can be assured they will receive what they need without fear of living day to day with no resources to get by.

The alignment of school-day activities to the after-school program will be purposeful and intentional, and designed to support strong and consistent student and educator relationships. With Paterson Public Schools as the applicant agency, the program will have full access to district curriculum, instructional practices and professional development to ensure the seamless transition from the school day to the after-school program. The after school program will hire certified teaching staff currently positioned at School 2 and Al Moody to further foster and support the relationship between student and educator. Additionally, School 2 and Al Moody will each hire an after school program supervisor who is a teacher at the school who has shown leadership initiative and will receive support from the principal during the school day. The program supervisor will lead the communication to school staff, students and parents regarding the after school program events, program logistics and celebrations. Furthermore, data can be easily accessed to analyze for growth on state and district assessments, decreases in chronic absenteeism along with increases in attendance rates among participating students, and student behavioral data.

School 16 has recently been awarded a Nita M. Lowry 21st Century Community Learning Centers Grant for STEAM focused programming for students in grades 3 - 8. The

continuation of the STEAM theme at School 16 will also provide an avenue of intentional planning, coordination and communication between the school day and after-school program. Our FSCS proposal supports an after school program for students in Grades K - 2, running on the same schedule as 21st Century. The program will operate in collaboration and partnership with each other, building in sustainability for the Full Service initiative from Day 1. To the school community, the programs will be seamless.

If awarded this grant PPS will be able to offer teacher-driven professional learning communities (PLCs) at each school to allow for important professional development work to take place beyond the traditional school day. These PLCs will allow teachers to work in small groups based on specific schoolwide needs and drill down to the core problems while working collaboratively to derive solutions for change. Curriculum Workshops for parents will be offered by our school day administrators, teachers and staff to help ensure support for families in understanding school day expectations and key curriculum components. These workshops will also work to strengthen the bond and relationships between students, parents and educators. Further, the development of FSCS Community Advisory Group including administration, teachers, staff, students, parents, and key community partners will help guide our schools leading to systemic change within our schools and the district at large.

CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Over the past decade of implementing the Full Service Community Schools initiative, Paterson has learned how critical community partnerships are to the success of the program and the lasting benefits for the community. A broadly represented group of individuals and

organizations are the foundation for providing high quality - and typically high cost - services to a large number of participants under a limited budget. This group is also essential to sustaining FSCS well after the Federal grant funding period has expired.

The benefits of building a strong consortium and leveraging resources towards a mutual goal is directly aligned to the invested interest and support for the project. The needs assessment of School 16 and ATM identified natural or existing partnerships, while showing the need to identify additional partners to join the consortium to meet the expanding needs of the students, families, and community members. The district's previous efforts and history in FSCS have proved that when schools and community organizations work together to support learning, everyone truly benefits. These partnerships serve to support and build a firm base, resulting in improved program quality, more efficient use of resources, and better alignment of goals and academic performance. Benefits increase to the staff of schools and community agencies as well: they can observe boosts in morale, heightened engagement in their work, and a feeling that their work will net results.

Our efforts will have the potential to extend a variety of opportunities to students and to their families. By working together, students, families, and communities can prepare for a brighter future; a future they didn't envision until programs were made available to them and made clear the endless possibilities to help them. With urban communities struggling the most, especially against violence, our school-community collaborations offer hope for those who have given up on receiving the help.

The consortium of partners will work together to meet the goals of the FSCS grant and model. The varied members of the consortium will represent stakeholders involved in the

implementation of the FSCS initiative, community organizations, local government, social services, and partners invested in the overall health and prosperity of the community. The group will meet as a FSCS Stakeholders Group, with the members of different backgrounds and viewpoints reviewing the progress of the school and providing resources to address gap areas including community violence prevention and intervention.

This consortium has already begun to lay the groundwork by participating in the needs assessment for School 16 and ATM. The group will continue to meet in support of the FSCS initiative, and will pool their resources to support the school, students, and families. Partnerships have been solidified by the Memorandum of Understanding process, and copies of Paterson's extensive MOUs are included in this application. Members of the consortium are listed below, and further information regarding their organization and role in grant implementation will be detailed in the Strong Community Partnerships and Project Services sections.

- Paterson Public Schools
 - Paterson Board of Education
 - Department of Full Service Community Schools
 - Department of Family and Community Engagement
 - School 16 Principal
 - Alonzo T. Moody Academy Principal
- Oasis: A Haven for Women and Children
- Paterson Education Foundation
- Health N Wellness
- William Paterson University
- Children's Aid NYC

- Paterson Police Department
- Passaic County Probation Department
- Paterson Youth Services Bureau
- New Jersey Reentry Program
- WAFAA Organization

Al Moody Academy will benefit from the collaboration of the consortium. With their population of high-risk high school students, many who have been in and out of the juvenile justice system, various departments and services coming together with access during school hours will provide much needed support and prevent further barriers from students fulfilling their legal obligation while pursuing their education. Students may participate in probation requirements and work with police through their legal matters during school hours rather than missing school to handle. This not only increases school day attendance and the likelihood of graduation, but provides the students with support to complete their legal obligations and move on to further education or a career. With the opportunity to partiaipte in after school and summer programming, the students will gain an advantage in career fields by having exposure and experiences during the extended learning time.

Cross-agency coordination will occur at both the school and District level. All members of the consortium will be encouraged and invited to participate on the District FSCS Stakeholders Committee and will also be invited to participate on the school FSCS Leadership Teams. The FSCS Site Coordinator will be instrumental in working with all members to organize and facilitate the meetings with a focus on support services, data review, and sustainability.

II. Quality of Project Design

Pipeline services are critical support systems in Paterson's Full Service Communities Schools initiative in supporting our students, families, and community members at School 16 and the Alonzo T. Moody Academy. The overarching goals of providing the FSCS initiative are: (1) to assist in providing students with the opportunity to attend each school day fully ready to learn with support from expanded and enriched in-school and out-of-school time (OST) learning opportunities, (2) provide opportunities for families and members of the targeted communities to improve their lives while creating stronger, safer, and more supportive neighborhoods, and (3) to build capacity in administering full-service community schools that are accessible, effective, and sustainable beyond federal funding.

a. Pillar of Full Service Community Schools and Pipeline Services

School 16 and ATM will draw upon their current partnerships and resources that touch all four Pillars of Full Service Community Schools and pipeline service areas. Through the FSCS Grant, School 16 and ATM will strengthen those partnerships and provide much more targeted resources as discovered through the needs assessments. The partnerships and activities with the FSCS Grant will add 29 programs and resources that will expand existing pipeline services while developing new programs that will fill challenging gaps and provide support for students, families, and the community. The following tables are an overview of School 16's and ATM's existing pipeline services and proposed new pipeline services.

Pillar #1: Integrated Student Supports

FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
High quality early childhood programs	School 16 provides a full-day standards-based PreK program for 3- and 4-year-old students	Supporting newly immigrated families with young children on cultural adjustment through the School 16 Family Center Early childhood program for children of parents participating in the Family Center on Saturdays
Social, health, nutrition and mental health services/supports	Al Moody Partnership with WAFAA Organization	Establish a school-based health center at School 16 and Al Moody to provide medical and mental and behavioral health services Cultural Adjustment Program with WPU for School 16 Establish a Food Distribution Program at each school to provide consistent and nutritious food to supplement families in need
Support for a child's transition to elementary, and secondary education to postsecondary education	Paterson's Department of Early Childhood Education kindergarten transition practices Naviance Guidance Program	Kindergarten Bridge Program to prepare incoming kinder students for the school experience Daily Check and Connect program as part of the school day and after school program at Al Moody Academy Service learning and community projects for students at Al Moody Academy
Postsecondary and workforce readiness	Al Moody partnership with NJ Reentry Corporation and Paterson Youth Services Bureau	After school program at Al Moody Academy to include workforce readiness Parent programs in technology and other skills at the School 16 Parent Center

Community-based support for students who have attended the schools in the area served by the pipeline	Oasis Teen Empowerment and Enrichment Network Oasis Rise and Shine Saturday Program (partner provided)	Partnership with Paterson Education Fund to help support student activities and experiences at the Al Moody Academy
Juvenile crime prevention and rehabilitation programs	Al Moody Academy partnerships with Paterson Police Department, Passaic County Probation Department Positive Peer Culture Program at Al Moody Restorative practices at Al Moody	Restorative Practices program at School 16 After school program and summer program at Al Moody Academy to include juvenile crime prevention and rehabilitation for recently incarcerated students

Pillar #2: Expanded and Enriched Learning Time and Opportunity		
FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
High quality school-day and out-of-school strategies	Credit Recovery web-based program available to ATM students	Collaborate and partner with the newly granted 21 st Century Program at School 16 for students in grades 3 - 8 Provide an after school program at School 16 for students in grades K – 2 as a partner program for the 21 st Century Program and provide academic intervention and support, academic enrichment, STEAM, and recreation Before school instructional assistants to provide homework help and supervision of

		<p>students to assist families needed an early school start time</p> <p>Academic and enrichment Saturday programs at School 16</p> <p>After school academic and Credit Recovery program located at ATM that also provides mentorship and exposure to career and workforce development</p> <p>Additional learning time for Al Moody students to take place on Saturdays or days when school is not in session to address academic and non-academic needs of students</p>
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Pillar #3: Active Family and Community Engagement

FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
Family and Community Engagement	Parent coordinator and monthly PTO meetings	<p>Development of the Family Center at School 16</p> <p>Family Navigator for Family Center at School 16</p> <p>Adult Education in ESL and Technology/Basic Skills at School 16</p> <p>Parent workshops and family activities at School 16 and ATM</p> <p>Curriculum workshops for parents to strengthen their understanding of the academic requirements and how they can support at home</p>

Pillar #4: Collaborative Leadership and Practices

FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
Parents, teachers, principals, and community partners committed to students' academic and non-academic success	<p>NEA Community Schools Professional Development Participation by Al Moody and Paterson Education Fund</p> <p>Al Moody Academy district-funded FSCS Site Coordinator</p>	<p>Hire FSCS Site Coordinator for School 16</p> <p>Convene a Paterson Full Service Community Schools Stakeholders Committee inclusive of all community partners, school leaders, local government officials</p> <p>Facilitate a FSCS Community Advisory Group at each FSCS school to include meaningful participation from parents, students, school administrators, teachers, and community members</p> <p>Provide staff and teachers with the opportunity to participate in Professional Learning Communities to learn the Pillars and best practices of FSCS</p> <p>Children's Aid NYC to provide technical assistance and support for ATM's administrator and staff</p>

Pillar #1: Integrated Student Supports

High quality early childhood programs

School 16 has an existing pipeline to provide high quality, early childhood programs that are based on high expectations for the preschool population in preparation for academic and social success in future grades. Paterson's children benefit when families, schools, and communities invest in the preschool program. PPS' Department of Early Childhood Education (DECE) works in collaboration with Community Preschool Providers as well as In-district Public

School Preschools. DECE works with numerous stakeholders to ensure that PPS' preschool program meets the diverse needs of our children, as well as providing a high quality preschool experience. A key component of the high quality experience is the emphasis on attending school every day. Paterson believes that instilling the practice and belief - with our parents, and students from an early age - that good attendance will benefit the student and family as they progress throughout the grade levels. School 16 has multiple classes of 3- and 4-year-olds, and many of the families take advantage of the program.

School 16's preschool program utilizes The Creative Curriculum, a research-based comprehensive curriculum to guide 3- and 4-year-old students. Paterson continuously provides training to all preschool teachers and provides job-embedded coaching and support through District PreK Master Teachers. Additional support is provided to our English Language Learners by requiring all PreK programs to have bilingual staff available for dialogue and interaction with children. School 16 has dedicated Bilingual PreK classrooms for Newcomer students who have recently immigrated to the United States. Students have the opportunity to express themselves, develop motor skills, and to experience literature, music, science and nature in their own language. In Paterson we are fortunate that many of our teachers and instructional assistants are bilingual due to the rich diversity of our community, which appropriately translates into staff that understand the language, culture, and tradition of the population served. This fosters stronger relationships between parents and school, and provides a comfortable environment for a family's first formal educational experience.

Through our grant proposal, Paterson's will provide supportive programming for families and students as they make the transition from PreK to Kindergarten at School 16. Paterson's early childhood vision is to develop school readiness for all children and families in order to

ensure that our students have a high quality, comprehensive, and culturally appropriate early childhood experience, and it is our mission to become a leader in educating New Jersey urban preschool children by igniting a passion for learning through high quality preschool experiences.

As a new component to support this pipeline service, William Paterson University will work in partnership with School 16 and Health N Wellness to bring a Cultural Adjustment Program to assist newly immigrated families with young children adjusting to their new environment in America. Workshops will be provided to parents as part of School 16's Family Center during the Workshop Wednesday series.

School 16 will provide an early childhood program on Saturdays for young children of parents and community members participating in the Adult Education Program as part of the Family Center. This will remove an obstacle parents of young children have in furthering their education and obtaining workforce readiness skills. The program will be facilitated by youth development specialists, and consist of an array of age-appropriate activities to engage young children.

Social, health, nutrition and mental health services/supports

Through our needs assessment with the principals of School 16 and ATM, the top request of the FSCS Program was to provide mental and behavioral health services. The principals view this as one of the main barriers students experience in academic success and a major contributing factor to chronic absenteeism. There is an intense need for support for students who are challenged with trauma, grief, loss, anxiety, and a lack of de-escalation skills.

To address this need, and in keeping with what has been proven to be effective in Paterson's existing community schools and to support a new pipeline service, School 16 and ATM will establish a school-based health center in partnership with Health N Wellness. Each

health center will be outfitted with medical equipment, which may be adapted to the specific tools that our traveling doctors and clinicians bring. Each health center will offer pediatric care, dentistry, audiology screenings and referrals, optometry and eyeglasses, nutrition and wellness counseling, and mental and behavioral health services. A treatment coordinator will run each center as per HIPPA regulations, and coordinate medical and behavioral health services for the school's students and families.

With a focus on mental and behavioral health, the school-based health center budget is aligned with that need. A licensed clinical social worker (LCSW) will be assigned to each site to provide a variety of counseling services. The budget will be maximized by partnering with universities such as Columbia, Fordham, Rutgers, and Montclair State to provide Masters level social work graduate students (MSW) to complete an internship under the supervision of Health N Wellness' licensed clinical social workers. The LCSWs will provide the majority of one-to-one counseling for identified students. MSWs will work under the LCSWs to provide group therapy on a variety of topics such as anger management, family and friend relationships, LGBTQ, anxiety, loneliness, trauma and grief. Due to the extended school closure and trauma many of Paterson's families faced, students are in even more need of behavioral and mental health services.

To address the high level of clinical counseling needed for at-risk youth at ATM, Health N Wellness has developed a preliminary list of therapies and counseling strategies that may be utilized with the students once the therapists formally assess their needs. Therapies include:

1. Cognitive Behavioral Therapy (CBT)

a. CBT is an evidence-based treatment to improve mental health outcomes and has shown demonstrated improvements in symptoms, especially depression and anxiety.

2. Trauma Focused CBT (TF-CBT)

a. TF-CBT addresses specific emotional and mental health needs of children, adolescents, adult survivors, and families who are struggling to overcome the effects of early trauma. TF-CBT is especially sensitive to the unique problems of youth with post-traumatic stress and mood disorders resulting from abuse, violence, or grief. Because the client is usually a child, TF-CBT often brings non-offending parents or other caregivers into treatment and incorporates principles of family therapy.

3. Dialectical Behavior Therapy (DBT)

a. DBT is a cognitive-behavioral therapy with the goals of teaching people how to live in the moment, develop healthy ways to cope with stress, self-regulate emotions, and improve relationships with others.

4. Eye Movement Desensitization and Reprocessing (EMDR)

a. EMDR is a non-invasive evidence-based method of psychotherapy that helps victims recover from psychological trauma through adaptive information processing.

5. Psychodynamic Therapy

a. Psychodynamic Therapy focuses on the unconscious processes as they are manifested in the student's present level of functioning, and has the goal

of gaining self-awareness and the influence of the past on present behavior.

6. Mindfulness

- a. Mindfulness is a therapy to observe thoughts and feelings from a distance without placing judgment and to live in the moment.

In partnership with William Paterson University, School 16 will implement a Cultural Adjustment Program for students having recently immigrated to the United States. This program intends to support the mental health needs of Spanish-speaking recently arrived immigrant students in the Paterson school district. The goal of the group is to reduce the mental health symptoms, acculturative stress, and foster peer connections for immigrant students. The Cultural Adjustment Group is a twelve-week, discussion and activity-based small group (8 to 12 students) that meets once a week. The groups are facilitated in participants' native languages by bilingual Clinical and Counseling Psychology masters and doctoral students from William Paterson University (WPU)—and supervised by the PI and co-PI, who are both licensed psychologists with expertise in immigrant mental health.

The cultural adjustment program will cover topics such as identity and cultural differences, challenges of the first year in the United States, peer relationships, resources at school, family and change of roles, coping skills, and identify cultural strengths. There is a pre-session and post-session survey assessment, and a focus group interview at the end to assess the effectiveness of the group. The cultural adjustment group will be targeted to students in grades 5 - 8, and WPU may pilot a program to support recently immigrated students in grades 3 - 4 due to the overwhelming need. The Cultural Adjustment Group may meet during the school day, in the after school program hours, and/or on Saturdays as part of the Family Center. WPU

will also provide support and workshops to teachers and School 16 staff with strategies to recently immigrated students in their classrooms.

New Jersey is in a transformation time for our school-based health centers. There are currently no regulations specific to the operations of school-based health centers and policies for other types of clinics are often unclear if it would apply to a school-based health center. It was recently allowed for parents not to be required to change their primary care physician to the center's physician, removing a barrier to access to health care at the school.

As a benefit to Paterson, our health partner, Health N Wellness, was invited by the New Jersey's Department of Health to participate in a consortium to write policy specific to school-based health centers. Once policies are put in place that end the need for parents to change the primary care physician and to allow Paterson to bill insurance for mental health, our centers' enrollment and staff capacity will drastically increase.

Our proposed FSCS sites will also work to provide a regular and consistent food distribution for families and students in need. Food insecurity has been identified as a barrier to academic and non-academic success in schools. Our FSCS program aims to address these barriers and Paterson Public Schools has partnered with various community organizations to provide food programs that have consisted of weekly or weekend backpack food programs, monthly food distributions, and the development of a food pantry on site.

Support for a child's transition to elementary and secondary education to post-secondary education

Support for students and families during transitional time in the educational journey from PreK through post-secondary education is extremely important, especially in urban areas where youth may not have an independent support structure at home in place. Often, the school

provides a safe haven for students from the challenges of the neighborhood and home, and it is critical to provide support during transition times in order to help both the students and families achieve success in their educational journey.

As an existing pipeline service, Paterson's Department of Early Childhood Education (DECE) provides a kindergarten transition plan that includes several components:

- Invite families to visit their child's future kindergarten
- Distribute home-learning activities, including a summer book list and other early literacy activities
- Hold transition meetings with parents to provide an overview of the transition process and kindergarten expectations
- Offer early registration for kindergarten families so they have time to prepare children for their new educational setting
- Arrange field trips for students to a neighboring elementary school to increase the child's familiarity with the new learning environment
- Invite kindergarten teachers to visit the children in their PreK classrooms and give parent presentations
- PreK students and their families will continue to participate in this pipeline service at School 16.

Al T Moody Academy supports this existing pipeline service with the Naviance guidance program. As described in the evidence-based strategy section, Naviance is a college planning tool, and a program to assist students with identifying possible career paths depending upon their strengths and interests. Students utilizing the Naviance tool will be able to further explore these options during the after school program at ATM.

To expand the offerings in this pipeline service area, the School 16 is proposing to implement a Kindergarten Bridge Program for incoming kinder students. Approximately one-third of the kindergarten class comprises existing School 16 PreK students and the other two-thirds of the kindergarten class come from other PreK centers, new students to Paterson, and students who have never attended formal school before. This program will provide students with the opportunity to engage with their future kindergarten teachers prior to the beginning of the school year. Along with activities that introduce the incoming kindergarten students to School 16's environment, they will participate in phonic and literacy activities along with an introduction to the math curriculum. In addition, the program will collaborate with physical education, art, music, and other specialist teachers to provide academic enrichment activities to support student interests and provide an engaging and fun environment. There will also be a parent orientation to welcome the new Kindergarten parents and share the many services and programs offered as part of Full Service at School 16.

Al Moody Academy serves to meet the individualized needs of each student academically, while focusing specifically on helping students to develop responsible patterns of behaviors. Throughout the school day and after school program, ATM will implement a program developed upon the evidence-based Check and Connect Program. Students will be assigned a specific staff member to provide daily check-ins and act as a monitor. Each monitor is assigned a number of students, and becomes involved with each one in a variety of ways. The monitor serves as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in others. Although many of the monitor's tasks are similar across students, they may differ significantly according to the specific needs and contexts of individual students, their families, their teachers, and the other significant adults in their lives. First, the

monitors “check”. They provide ongoing, consistent, and timely monitoring of students' behavior for signs of early school withdrawal: tardies, absences, skipped classes, failing grades, and falling behind in credits. Second, monitors “connect”: they provide support in an efficient and timely manner based on the student's level of risk or need. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community. The monitor keeps the student and his or her family focused on education, and strives to prevent or reduce the occurrence of high-risk behaviors that lead to dropping out of school. The Check and Connect Program will continue throughout the school day into the after school program.

Students at Al Moody Academy will also have the opportunity to participate in service learning and community projects, strengthening their connection to their community around them and helping them to transition to post-high school experiences. ATM will use the results of the needs assessments, in particular the survey responses to further develop this aspect of the program to be able to meet the needs of the students and community in relevant ways.

Activities that support postsecondary and workforce readiness

Al Moody Academy has existing programs in this pipeline area for activities that support postsecondary and workforce readiness through partnerships with NJ Reentry Corporation and Paterson Youth Services Bureau. Both organizations provide opportunities for qualifying students to gain employment skills, workforce readiness skills, and access to employers likely to hire employees with previous criminal records. Obtaining employment or working towards employability for ATM's students is critical to their success in avoiding future legal challenges and living a productive and fruitful life. One challenge to students participating in the NJ Reentry Corporation and Youth Services Bureau programs is time. With students already in need

of credit recovery and many with social and emotional challenges as well, there is limited time for additional programs for workforce readiness. A key component of ATM's proposed after school program and a way to expand this pipeline service will include time for workforce development, a time for students to explore career options and participate in activities and programs that provide the skills needed for the job. Students will learn business applications to provide the opportunity for possible business ownership in the future. Activities on resume building, interview skills, and public speaking during an interview will be offered. Students will also engage in technical applications and work with counselors to develop a plan for postsecondary life after graduating from ATM.

Parents and community members of School 16 will be able to seek support and guidance in workforce readiness and development by visiting School 16's Family Center on Saturdays. The Family Center will offer adult education opportunities and are planning for Adult ESL, Technology, and Basic Skills such as literacy. Pending the results of a more in-depth needs assessment including community forums and surveys that will provide better guidance on what is needed for Adult Education for the community.

Community-based support for students who have attended the schools in the area served by the pipeline

Oasis has a strong presence in the community and provides existing pipeline services to provide Paterson's students at the schools in our targeted neighborhood with community-based support. Oasis implements a Teen Empowerment and Enrichment Network (TEEN) program that serves 70 students ages 14 – 18. Boys and girls work separately in classrooms from 3-6PM five days per week. TEEN addresses both academic and career orientation issues with sessions focusing on: academic skill development, college preparation and career planning, SAT/ACT

Test Prep, and STEM and robotics training. Oasis staff and volunteers provide the teens with psycho-social support and a safe and welcoming after school environment. As part of this program, Oasis hosts an Annual Leadership and Success Summit for 100 high school girls to raise awareness of the variety of academic, work options, and opportunities available. Additionally, Oasis offers a number of post-secondary scholarships for participants in the TEEN Program.

Students in the pipeline area also have the opportunity to participate in Oasis' Rise and Shine Saturday Program, which opens its doors on Saturday from 9AM – 3PM. Students participate in two ten-week cycles in the fall and spring semesters that include:

- Math and Reading Tutoring: Each semester volunteers deliver private one-to-one academic tutoring. Oasis' on-site coordinator is present to assess each child's needs and oversee the tutors' interventions.
- English as a Second Language: Instructors provide ESL classes on Saturdays for children who need extra support learning English.
- Other Saturday Programs: Art, guitar, yoga, sewing, martial arts, SAT/ACT tutoring, robotics, self-defense, anti-bullying, dance, and cooking.

Students at the Al Moody Academy will be supported by the partnership with the Paterson Education Fund. PEF will provide student activities in collaboration with the site coordinator and school leaders. Student activities will include school assemblies, field experiences, activities that help to prevent violence and gang activity, and components of the after school program. PEF will provide access to supplies and assistance in providing programs that support the development of at-risk youth that attend the Al Moody Academy.

Juvenile crime prevention and rehabilitation programs

The Alonzo T. Moody Academy (ATM) is a nontraditional school setting for disaffected/disruptive school-age youth who are involved with the juvenile justice system, rehabilitation programs, and recently may have been incarcerated. The basic mission of the program is to meet student's academic needs while providing them with special assistance to develop responsible patterns of behavior in a safe, disciplined environment. ATM currently provides several levels of support in these pipeline services, however due to the great need to provide programs for all students at ATM, the grant will support an expansion of existing programs and new program options.

ATM's partnerships with the Paterson Police Department and the Passaic County Probation Department greatly assist in the area of juvenile crime prevention and rehabilitation programs. The Paterson Police Department provides Handle With Care, a program that encourages communication between the police department and the school to notify the school of any traumatic or police related events in the students' lives. For example, if a parent or family of a student is arrested, or an incident occurs within the student's home, the school is notified to "handle the student with care", without disclosing specific information related to the incident. This will prepare the school in the case that the student is not engaged, displaying adverse behaviors, or absent from school. Additionally, the Paterson Police Department has an officer assigned specifically for ATM, who assists the school with providing security, but is also there to establish positive relationships between at-risk and police in an effort to decrease juvenile crime.

The Passaic County Probation Office has a long standing partnership with ATM. All students who attend ATM and who are involved in the justice system are assigned the same probation officer located at ATM. The probation officer's role is to assist the students as they are

completing their probation, and often acts as a mentor for the student. The goal is to decrease the amount of students who return to a life of crime. By having the probation officer working so closely with ATM, students do not need to miss as many days in handling their probation requirements as they may have if they had to travel to the probation office. Additionally, the consistent presence of the probation office reinforces the monitoring to reduce crime and encourages students to stay in school. Both the Paterson Police and Probation Department will expand their services into the after school program, at no cost to the grant.

One of the main tenets of the ATM program is the Positive Peer Culture Program (PPC). PPC is an intense behavior modification modality that enables staff and students an opportunity to belong to a caring culture in which the school demands greatness as opposed to demanding obedience. PPC helps staff and students communicate through a common language and a set of agreed upon expectations. The PPC Program identifies twelve problem areas to address through the program. Students may exhibit one or more areas, with many of ATM's students having challenges in many. The twelve problem areas are: (1) low self-image, (2) inconsiderate of others, (3) inconsiderate of self, (4) authority problem, (5) misleads others, (6) easily mislead, (7) aggravates others, (8) easily angered, (9) stealing, (10) alcohol or drug problem, (11) lying, and (12) fronting. When students exhibit actions in the problem areas, ATM staff follow a five-level step of confrontation that scales up in intensity. Level One begins with a friendly, sometimes non-verbal, acknowledgement of the problem area. Level Two provides helpful and verbal reinforcement. Level Three involves peer support from fellow students. Level Four in an informal intervention from school administration. Level Five begins the discipline track that leads to infractions. The goal of PPC is to de-escalate behaviors through positive support before

it reaches a level that requires disciplinary action. PPC will continue to be implemented during the school day and will continue to the after school program hours.

ATM also currently engages in restorative practices as a core part of their program. ATM staff initially participated in professional development sessions with Paterson Education Foundation (PEF), ATM's proposed community partner. PEF has provided PD of restorative practices to all staff members with follow-up coaching as the program and activities are being implemented. Often, restorative practices are utilized in place of disciplinary actions. PEF will continue to provide coaching and support to ATM as part of their restorative practices and expand the program to School 16 beginning with professional development for staff. PEF is engaged in district-wide training for restorative practices at many of our Paterson schools.

Pillar #2: Expanded and Enriched Learning Time and Opportunity

High quality school-day and out-of-school strategies

Prior to the Covid-19 pandemic, School 16 provided a before and after school program for 50 students in grades K - 5 with a focus on reading. The program runs Monday through Thursday, for 30 minutes in the morning and 60 minutes in the afternoon. When the schools reopened, the program continued and focused on helping to address the learning loss gap of the school closure. With a large population of 855+ students, which continues to grow along with the increasing need for reading support, the current program has a wait list of 150+ students. Additionally, the critical need to devote the entire time to academics during the one hour afternoon program does not allow any time for academic enrichment, STEAM, music, performing arts, or recreation. This led Paterson Public Schools to include School 16 in the 21st Century Grant to supplement the after school program to provide spots for 90+ additional

students, Monday - Friday from 3pm-6pm and four weeks in the summer. The 21st Century Program will have a STEAM focus and provide academic intervention, academic enrichment, and recreation for students in grades 3 - 8.

To complement the 21st Century Program, School 16 is proposing to offer a K - 2 after school program to run on the same days and hours as the 21st Century. To the school community, the programs will run seamlessly to provide support school-wide for all grade levels. As per our needs assessment with student reading data, a program designed specifically to target students in Grades K - 2 is much needed to help students with the learning loss caused by the COVID-19 pandemic. The K - 2 program will also be a much needed service for families and provide after school care for siblings of the 21st Century Program. By partnering Year 1 with 21st Century and FSCS, this also builds sustainability into the grant activities.

With the FSCS Grant, School 16 in partnership with Oasis will supplement teachers and youth development specialists to provide instruction in academic intervention in reading and math, homework help, and tutoring. Next, School 16 and Oasis will extend the program hours to allow time for academic enrichment, youth leadership, mentoring, STEAM, performing arts, fitness, youth development, and recreation. School 16 will also add two Instructional Assistants to the Before School program to provide supervision for siblings of students assigned to the existing Before School Reading Program. The instructional assistants will provide homework help and supervised activities for students. This will remove a barrier for a family that may rely on older siblings to escort younger siblings to school.

Additionally, School 16 will implement a Saturday Program out of the School 16 Family Center, with opportunities for both parents and students. Students will be able to drop-in for

tutoring, or register for an enrichment activity in an area such as STEAM. Funding from the grant will support teachers and staff for the Saturday program.

Credit Recovery is currently available for students who attend ATM, however, the program is in the form of a web-based platform to complete previously missed credits. This can be challenging for many ATM students due to the remote nature of the program. Prior to the pandemic, if ATM students wanted in-person support for Credit Recovery, they would have to travel to another high school site in Paterson. This posed additional challenges for a population of students already facing difficulties in completing required credits towards graduation. In the 2021-22 school year, 76 ATM students (43%) are in the Credit Recovery program, and combined have over 256 classes to complete in order to graduate high school. As part of the grant, ATM is proposing a daily after school program for students located at ATM, to run two hours per day. The program will be multifaceted, and offer various activities and services, such as a drop-in center for teens to complete homework or receive tutoring and assistance for Credit Recovery. Students will also be able to participate in academic enrichment, workforce readiness, counseling, and other partner programs and support from agencies such as the Youth Services Bureau and NJ Reentry Corporation. The program will offer individual academic case management, working with individual students to help them create an academic plan and select courses that create a graduation, college, and/or career pathway that promotes full implementation of their personal goals. The grant will support teachers for the program and PPS's grant match will provide additional hours for teachers and counselors, support for instructional assistants and personal assistants, and overall supervision of the program. Al Moody will also provide additional learning time for students on Saturdays or other days school is not in session. This will provide more time for career and workforce development along with

additional time for students to work with ATM's partners to settle legal and other out of school challenges.

Pillar #3: Active Family and Community Engagement

Parent and Community Engagement

Students who have parents that are engaged with the school are more likely to have a positive school experience, and are essential in the overall healthy development and wellness of the child. There will most likely be increased support for learning at home and involved parents improving the overall well-being of the family. At each School 16 and ATM, there is the existing pipeline service for parental and community engagement with the parent coordinator. The parent coordinator is a part-time staff member who is responsible for scheduling PTO (parent teacher organization) meetings, parent workshops and activities. Generally, these meetings and activities are not well-attended, and may not be meeting the needs of the families. School 16 and ATM recognize the importance of connecting with parents and will provide additional support in this area through the FSCS grant.

School 16, with the support of Oasis, will create a Family Center to service the parents of its 855 students located at School 16. The Family Center will be open weekdays and on Saturdays to provide available times to accommodate parents with varying work schedules. The site coordinator will be tasked with developing programming, as well as recruiting parents to participate in the Family Center activities. The Family Center will be a welcoming place at School 16, serving as a hub for families and parents to participate in programs, take adult education courses, access social services, engage in parent workshops, access counseling and other mental health supports, and develop a closer relationship with their children.

As part of the Family Center, School 16 will offer an adult education program consisting of Adult ESL, Technology, and Basic Skills. The Adult ESL course will run in two semesters, one the Fall/Winter and the second in the Spring. Each semester will have two cohorts, one that meets twice during the week and the second on Saturdays. Each cohort has the capacity of 15 students, providing space for a total of 60 adult learners throughout the year. The Family Center will also provide two semesters of Technology/Basic Skills classes for two cohorts of parents per semester, both meeting on Saturdays. As with the Adult ESL, the Technology/Basic Skills class also has the capacity of 15 adult learners per class, and will provide programming for up to 60 adult learners throughout the year.

In addition to the adult education program, School 16 will employ a Family Navigator for drop-in services during Family Center hours on Saturdays. The Family Navigator will provide individual family case management, act as a connection to social services, and help families with financial challenges addressing their food and housing needs. The Family Navigator will be a resource for families, and will provide appointments on Saturdays and be available for walk-in, on-demand services. This is especially important for families that may experience a crisis over the weekend, and would otherwise need to wait until Monday to address it.

School 16 will also provide weekly workshops for the Family Center as part of Workshop Wednesdays, a strategy that has been effective at Paterson's other FSCS sites in establishing a consistent group of attending parents. By having the workshop consistently the same day every week, the parents can begin to look forward to not only the workshop information, but to the social aspect of interacting with the other attending parents. High quality workshops that meet the current needs of parents are also critical to the success of the workshop. Funding for STEAM and other student and family activities will create the opportunity for family events on

Friday and Saturday, such as literacy and STEAM activities, theater nights, health and wellness, and other family activities.

In an effort to strengthen the connection between educators and parents, School 16 will provide curriculum workshops for parents that provide an overview of the grade level standards, what students are expected to know in a specific grade level. Parents will be provided with resources and ways to help their child at home.

ATM will also facilitate parent workshops in conjunction with their after school program. The site coordinator will develop workshops and secure resources that parents may need. Parents of behaviorally challenged students will need different information than a parent from a traditional high school, and may be experiencing adverse behaviors and circumstances themselves. Parent workshops will be focused on how to support at-risk youth, especially youth that has been recently incarcerated. Workshops may also address workforce readiness with parents, access to housing, and health and wellness activities.

Pillar #4: Collaborative Leadership and Practices

Parents, teachers, principals, and community partners committed to students' academic and non-academic success

An essential component of the grant is to work with all stakeholders when planning, implementing, and evaluating the Full Service Community Schools initiative. The voice of the participating community members, parents, and students are most important and the District and community partners need to collaborate together with all to develop relevant and impactful programming. A guiding force for this work will be the Collective Impact Approach supported by our partnership with Paterson Education Fund. We will use a collective impact approach to ensure shared ownership, accountability, and implementation of the work. According to

collectiveimpactforum.org, Collective impact is a network of community members, organizations, and institutions that work together to advance equity by learning together, aligning, and integrating their actions to achieve systems level change.

There are 5 Collective Impact conditions that provide a framework for collaboration.

1. Common agenda – Individuals and organizations coming together to collectively define the problem and create a shared vision to solve it.
2. Shared Measurement – Partners agreeing the indicators of success, shared data systems, what data will be collected and how progress will be tracked.
3. Mutually reinforcing activities - Integrating the participants in many different activities to maximize the end result. Including parent and student voice and agency.
4. Continuous communications - Building trust and strengthening relationships. Multi channels and levels of open and frequent communications
5. Strong backbone - a strong team, dedicated to coordinating and aligning and the work.

Paterson Public Schools will convene a Full Service Community Schools Stakeholders Committee. This group will act as a steering committee and focus on developing community partnerships and sustainability for all of Paterson's FSCS sites. Members of the Stakeholder Committee will include district leaders, school administrators, community partners, grant evaluators, and local government officials. Together we will develop goals for sustaining all 10 Paterson FSCS sites and developing community partnership to expand the pipeline services in place. The Stakeholders Committee will review periodic data and hear from the evaluators, school, and community on how to best adjust the programs to fit the needs of the participating members.

School 16 and Al Moody Academy will each develop their own FSCS Community Advisory Group. Participating members will be inclusive of school admin, school staff, community partners, parents, community members, and students. The voices of students and families are present in decision-making and their hopes, aspirations, and needs are fully incorporated into the design and oversight of schools. Community partners and educators align their assets and expertise into a system that embed each student into a web of supportive relationships that nurtures the whole child by being responsive to students' needs; connect students with their history, their community and their world; and prepare them for college, careers, and global citizenship.

Paterson's final component of our FSCS proposal is to provide professional development for our FSCS staff, specifically the site coordinators and the principals of School 16 and ATM. Professional development is essential as new FSCS programs are in their initial stages. PPS has learned through implementation of the FSCS model at our current seven FSCS that principal buy-in and collaboration is a critical indicator of the success of the strategy. Likewise, professional development for the site coordinators is also essential to ensure a comprehensive approach to providing FSCS pipeline and essential services at the school level. To meet this need, Paterson has allocated funding to provide for the travel and accommodations for FSCS staff and school administrators to attend the yearly FSCS conference in Washington DC.

As the principal is a critical figure in leveraging access to and advertisement for FSCS programs and services, Paterson has identified the need to provide additional professional development in this area. PPS' first FSCS Principal of School 5, Maria Santa, is a veteran principal and assistant superintendent who has served the Paterson School District in many capacities. The Department of FSCS partnered with Ms. Santa the past few years to provide the

existing FSCS principals with professional development and workshops.. During these workshop opportunities, Ms. Santa would sit with the principals as a group to discuss how they can better support, collaborate with, and leverage all the resources the FSCS program has to offer to assist their students in reaching their academic, health and social goals. Through the program, the principal will learn strategies to act as a liaison or partner with the families to assist them in navigating their child's educational experience.

School 16 and Al Moody Academy will offer teacher-driven professional learning communities (PLCs) at each school to allow for important professional development work to take place beyond the traditional school day. These PLCs will allow teachers to work in small groups based on specific schoolwide needs and drill down to the core problems while working collaboratively to derive solutions for change.

Children's Aid NYC will also provide technical assistance in the implementation of the new 2021 FSCS Grant. Children's Aid has long been a leader of Full Service Community Schools. Based in New York City, the organization aims to help young children and families who are struggling and provide for them the necessities to live fruitful lives. Children's Aid provides a variety of different services and programs with Academic and Social and Emotional Learning, Health and Nutrition, Family and Community. Children's Aid is a professional powerhouse of solutions for young people. The organization is equipped with teachers and social workers, coaches and health care providers ready to help students and families in need.

Children's Aid has been a partner of Paterson's Full Service Community Schools initiative since its inception in 2010, by providing technical support and assistance, professional development, access to national conferences and a national network of FSCS providers, advocates, and visionaries. Children's Aid has pledged to continue supporting Paterson with

coaching and professional development to the school principal of ATM along with FSCS staff. Given their high level of expertise with Full Service Community Schools, this a valuable partnership for ATM, at no cost to the grant.

ATM has been making progress towards becoming a community school prior to the announcement of the 2022 FSCS Grant by participating in the NEA edCommunity Schools Professional Development series. Paterson Education Foundation, the community partner, has participated in the NEA edCommunity Schools PD with ATM over the past year, establishing the community schools relationship and support prior to the grant opportunity. ATM and PEF staff will continue to engage in this national FSCS PD as a partnership along with the individualized coaching from Children's Aid NYC.

b. Evidence-Based Activities, Strategies and Interventions

School 16 and ATM provide instruction that is rooted in evidence-based strategies, and will extend strategies that have been proven to work into programs for FSCS..

School 16 Evidence-based Strategies

School 16 recognizes the value of instructional practices grounded in evidence-based research as identified through the What Works Clearinghouse. Below is a chart which identifies the programs and strategies that are being implemented at School 16, how the strategy is being implemented at School 16, and the WWC Evidence-Based research to back up the merit of each strategy.

Strategy/ Program	Description	Implementation at School 16	WWC Study Evidence
Achieve 3000	Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.	Students in Bilingual classes are assigned at least two hours per week	Hill, D. V., & Lenard, M. A. (2016). The impact of Achieve3000 on elementary literacy outcomes: Randomized control trial evidence, 2013-14 to 2014-15 (DRA Report No. 16.02). Cary, NC: Wake County Public School System, Data and Accountability Department.
Phonological Awareness Training	Phonological Awareness Training is a general practice aimed at enhancing young children's phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. Phonological awareness training was found to have potentially positive effects on communication/language competencies for children with learning disabilities in early education settings.	Teachers in grades K-2 have participated in and will continue to seek professional development that focuses on Phonemic Awareness. This is also a focus of the K-2 Literacy PLC.	Majsterek, D. J., Shorr, D. N., & Erion, V. L. (2000). Promoting early literacy through rhyme detection activities during Head Start circle-time. <i>Child Study Journal</i> , 30(3), 143–151. Yeh, S. S. (2003). An evaluation of two approaches for teaching phonemic awareness to children in Head Start. <i>Early Childhood Research Quarterly</i> , 18(4), 513–529.
Leveled Literacy Intervention	Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading	Students in grades K-5 who are reading below grade level are instructed in Guided Reading aligned with Leveled Literacy Intervention. LLI helps teachers match students with texts of progressing difficulty and deliver	Ransford-Kaldon, C., Flynt, E. S., & Ross, C. (2011). A randomized controlled trial of a response-to-intervention (RTI) Tier 2 literacy program: Leveled Literacy Intervention (LLI). Washington, DC: Society for Research on Educational Effectiveness.

	<p>comprehension, oral language skills, and writing.</p> <p>Leveled Literacy Intervention had positive effects on general reading achievement, and potentially positive effects on reading fluency.</p>	<p>systematic lessons targeted to a student's reading ability.</p>	<p>Retrieved from https://eric.ed.gov/?id=ED518772</p> <p>Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2013). Efficacy of the Leveled Literacy Intervention System for K–2 urban students: An empirical evaluation of LLI in Denver Public Schools. Memphis, TN: Center for Research in Educational Policy, University of Memphis.</p>
HeadStart	<p>Head Start is a national, federally-funded program that provides services to promote school readiness for children from birth to age 5 from predominantly low-income families. Head Start service models also vary according to family needs, such that children and families may be served through center-based or family child care, home visits, or a combination of programs that operate full or half days for 8–12 months per year.</p>	<p>PreK students at School 16 participate in the HeadStart Program. Services are provided to both children and their families and include education, health and nutrition, family engagement, and other social services.</p>	<p>U.S. Department of Health and Human Services, Administration for Children and Families. (2010). Head Start impact study. Final report. Washington, DC: Author. http://files.eric.ed.gov/fulltext/ED507845.pdf</p>
ClassWide Peer Tutoring	<p>ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to</p>	<p>This strategy is utilized fluidly in LA and Math at School 16 in which students are assigned a peer-tutor or a team leader who is performing above the</p>	<p>Greenwood, C. R., Terry, B., Utley, C. A., Montagna, D., & Walker, D. (1993). Achievement placement and services: Middle school benefits of ClassWide Peer Tutoring used at the elementary</p>

	practice reading skills by asking questions and receiving immediate feedback from a peer tutor.	level and is able to provide support and feedback to one or more students.	school. <i>School Psychology Review</i> , 22(3), 497–516.
Wilson Reading System	The Wilson Reading System® is a reading and writing program. It provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. Wilson Reading System® was found to have potentially positive effects on alphabetics and no discernible effects on fluency and comprehension.	WRS is an intensive Tier 3 program for students with word-level deficits and/or those who require more intensive structured literacy instruction due to a language-based learning.	Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). National assessment of Title I interim report—Volume II: Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers. Retrieved from Institute of Education Sciences, U.S. Department of Education website: http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.htm
Shared Book Reading	Shared Book Reading encompasses practices that adults can use when reading with young children to enhance language and literacy skills. During shared book reading, an adult reads a book to an individual child or to a group of children and uses one or more planned or structured interactive techniques to actively engage the children in the text. Shared book reading was found to have mixed effects on comprehension and language development and general reading achievement for preschool children.	This strategy is part of Guided Reading which is implemented for grades K-5, at least three times per week, for all students reading below their grade level.	Bochna, C. R. (2010). The impact of instruction in text structure on listening comprehension in preschool age students (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3378045) Box, J. A., & Aldridge, J. (1993). Shared reading experiences and Head Start children's concepts about print and story structure. <i>Perceptual and Motor Skills</i> , 77(3), 929–930.

Milieu Teaching Language	Milieu teaching is a practice that involves manipulating or arranging stimuli in a preschool child's natural environment to create a setting that encourages them to engage in a targeted behavior.	PreK classes utilize strategies that align with Milieu teaching practices.	Yoder, P. J., Kaiser, A. P., & Alpert, C. L. (1991). An exploratory study of the interaction between language teaching methods and child characteristics. <i>Journal of Speech and Hearing Research, 34</i> (1), 155–167. Yoder, P. J., Kaiser, A. P., Goldstein, H., & Alpert, C. (1995). An exploratory comparison of milieu teaching and responsive interaction in classroom applications. <i>Journal of Early Intervention, 19</i> (3), 218–242.
Book clubs, literacy circles & 100 Book Challenge	Book clubs provide a reading framework designed to supplement or organize regular classroom reading instruction for students in grades K-8.	Students participate in different book clubs by choice twice per week. All students are encouraged to read for pleasure and try to reach the 100 book challenge. The Book club focuses mainly on students in grade levels 6 through 8. In addition, language arts teachers utilize literacy circles, as a strategy for reading activities.	Adams, B. (1998). Using the book club approach to improve readers' engagement, enjoyment and comprehension (Unpublished educational specialist's thesis). Georgia State University, Atlanta. Alger, C. L. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. <i>Journal of Adolescent & Adult Literacy, 50</i> (8), 620–630.
ESL in Content Areas with regular peer-assisted learning	Ensure that teachers of English learners devote approximately 90 minutes a week to instructional activities in which pairs of	There are assigned ESL teachers who co-teach Social Studies, Science and LA content areas.	Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with

	students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion.	ESL Teachers also have Pull-Out content based ESL in social studies and health. Students are often paired with peers to assist in academic tasks.	learning disabilities. Exceptional Children, 71, 231–247
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ATM Evidence-based Strategies

Check & Connect

As more and more schools and service agencies respond to internal and external mandates to raise academic and behavioral standards, essential lessons learned about the relationship between the standards and supports tells us that you can not have one without the other. Setting standards for student performance without the support to attain them actually places students at greater risk for school dropout. Adolescent development research has demonstrated again and again this critical nature of expectations and response on outcomes for youth (Baumrind, 1991). With this in mind, ATM plans to implement a monitoring procedure referred to as “Check and Connect” (Sinclair, Christenson, Hurley, & Evelo, 1997). The role of the monitor is at the crux of the “Check and Connect” model. Each monitor is assigned a number of students and becomes involved with each one in a variety of ways. Recognizing the importance of students' multiple environments - home, school, and community (Bronfenbrenner, 1979) - monitors work to create positive relationships in all three environments. The monitor serves as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in others. Although many of the monitor's tasks are similar across students, they may differ significantly according to the specific needs and contexts of individual students, their families, their teachers, and the other significant adults in their lives. First, the

monitors “check.” They provide ongoing, consistent, and timely monitoring of students' behavior for signs of early school withdrawal: tardies, absences, skipped classes, failing grades, and falling behind in credits. Second, monitors “connect”: They provide support in an efficient and timely manner based on the students' level of risk or need. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community. The monitor keeps the student and his or her family focused on education, and strives to prevent or reduce the occurrence of high-risk behaviors for dropping out of school. Check & Connect was found to have positive effects on staying in school, and potentially positive effects on progressing in school for high school students with learning, behavioral, or emotional disabilities. Sinclair et al. (1998) reported that ninth-grade students enrolled in Check & Connect accrued statistically significantly more credits at the end of the first follow-up year (corresponding to the end of ninth grade) than comparison group students, and that ninth-grade students enrolled in Check & Connect were statistically significantly less likely than similar comparison group students to have dropped out of school by the end of ninth grade. Additionally, The Sinclair et al. (2005) study reported that Check & Connect students were statistically significantly less likely to have dropped out of school at the end of the fourth follow-up year (corresponding to the senior year for students making normal progress). (Sources: Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21. Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.)

Naviance

Students who are able to identify their life interests and career aspirations are more likely to connect their current academics to their future aspirations. These students are more likely to graduate from high school, earn more money, and be more involved in their community (Stam, 2011). Schools can help to create a career-going culture by providing students with the tools necessary to understand careers and clusters, as well as engage in conversations surrounding the structure and value of purposeful, interest-based careers. In an effort to further college and career readiness, ATM will utilize Naviance for all students and will offer specific, hands-on Naviance usage through its after school program. Naviance, a product launched in 2002, offers K-12 schools a suite of college planning tools, including detailed college profiles, a matching function that pairs students with institutions, and graphs that use schools' historical data to help students evaluate their acceptance odds. Christine Mulhern, a doctoral candidate in Harvard's Kennedy School of Government, provides evidence that Naviance's college research and admissions tools are changing where students apply to college, with what she says is the "potential to affect higher education on a national scale". Naviance scattergrams show prospective college students how their peers at their high school fared with individual colleges and universities—and helps provide a sense of how they can expect to perform in the admissions process. Mulhern's findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students. "Every additional relevant scattergram they see, for an in-state public college, causes a 2.3 percentage point increase in four-year college enrollment," she writes. After adopting the tools, Chicago Public Schools saw two- and four-year college enrollment increase by 26 percent, and Arizona's Flagstaff High School noted a nearly 13 percent spike in its college acceptance rate. This research shows that more information leads to

more applications, and that students rely on their peers' judgment in helping them determine the right fit for college. (Source: Tate, E. (2019). Naviance Wields Much 'Power and Influence' in College Admissions, Harvard Researcher Finds,

<https://www.edsurge.com/news/2019-04-18-naviance-wields-much-power-and-influence-in-college-admissions-harvard-researcher-finds>).

Supports to Prevent Dropout and Improve Chronic Absenteeism & Behavior

The WWC Educators Practice Guide, "Preventing Dropout in Secondary Schools" (https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_dp_summary_101717.pdf), identifies four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates including:

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Studies in the What Works Clearinghouse showed that practices in all four recommendations improved outcomes in the staying in school and graduating school domains. The studies consistently found that the recommended practices had positive effects on students' graduation. Most studies examining outcomes in the staying in school domain found positive

effects, although some studies supporting each recommendation found indeterminate effects on staying in school. All recommendations include a study with indeterminate effects on progressing in school, though Recommendations 1, 2, and 3 also include a study with positive effects on progressing in school. PPS works to monitor students for early interventions and provide mentorship and individualized support to students that struggle to succeed. Efforts are made to build relationships and engage students in relevant coursework to increase attendance, reduce behavior problems, and lead to academic success.

c. Evaluation Methods to Ensure Successful Achievement of Project Objectives

For each Paterson FSCS goals (1) to assist in providing students with the opportunity to attend each school day fully ready to learn with support from expanded and enriched in-school and out-of-school time (OST) learning opportunities, (2) provide opportunities for families and members of the targeted communities to improve their lives while creating stronger, safer, and more supportive neighborhoods, and (3) to build capacity in administering full-service community schools that are accessible, effective, and sustainable beyond federal funding) the following table presents the process objectives, measurable performance outcomes, and the associated evaluation methods. Where appropriate, the FSCS Program Indicators are denoted within the table that follows.

Goal 1: Students are ready to learn

Process Objectives	Evaluation Methods
<p>1.1 In Year 1, 150 K-12 students from across both schools will enroll in their respective Health Center, increasing 5 percentage points each year, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>1.2 In Years 2-5, the proportion of ATM students and staff participating in restorative activities will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.</p> <p>1.3 In Years 2-5, the proportion of School 16 students and staff participating in the Cultural Adjustment Program will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity</p> <p>1.4 In Years 2-5, the proportion of students participating in OST (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p>	<p>1.1 Biannual analysis of program enrollment records</p> <p>1.2 Biannual analysis of program enrollment records</p> <p>1.3 Biannual analysis of program enrollment records</p> <p>1.4 Biannual analysis of program enrollment records and PARS21 data.</p> <p>1.5 Biannual analysis of program enrollment records.</p> <p>1.6 Biannual analysis of program enrollment records.</p> <p>1.7 Biannual analysis of program enrollment records.</p> <p>1.8 Annual collection of student-level attendance data from enrollment records.</p> <p>1.9 Biannual analysis of program attendance and annual family survey.</p> <p>1.10 Biannual analysis of program attendance.</p> <p>1.11 Biannual analysis of program</p>

<p>1.5 In Years 2-5, the proportion of students participating in the Mentorship Program at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.</p> <p>1.6 In Years 2-5, the proportion of students participating in recreation programming at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.</p> <p>1.7 In Years 2-5, the proportion of ATM students participating in job, college, and career-readiness programming will increase by 5 percentage points each program year compared to the Year 1 baseline, up to capacity.</p> <p>1.8 In Years 2-5, the proportion of School 16 students K-2 students participating in newly offered OST programming will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>1.9 The School 16 Family Center will provide newly immigrated families with cultural adjustment programming, including best practices to care for healthy young children.</p>	<p>attendance.</p>
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<p>1.10 School 16 will provide early childhood programming for children while their families are participating in Family Center offerings.</p> <p>1.11 School 16 will provide a three-day Kindergarten Bridge Program for up to 45 incoming students each year to improve kindergarten readiness.</p>	
<p>Measurable Performance Outcomes</p> <p>1.12 Chronic absenteeism will decrease by 10 percentage points from Year 1 to Year 5 at ATM and 5 percentage points at School 16 (<i>FSCS Performance Indicator</i>)</p> <p>1.13 In Years 2-5, suspension and expulsion rates will decrease 5 percentage points each year, compared to the Year 1 baseline. (<i>FSCS Performance Indicator</i>)</p> <p>1.14 The proportion of students in grades 3-12 from both schools who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. (<i>FSCS Performance Indicator</i>)</p> <p>1.15 The proportion of parents/caregivers from both schools who report positive perceptions of school climate and safety</p>	<p>Evaluation Methods</p> <p>1.12 Annual collection and analysis of student-level attendance data from Infinite Campus database.</p> <p>1.13 Annual collection and analysis of student-level data from Infinite Campus.</p> <p>1.14 Annual spring administration of student survey at both schools.</p> <p>1.15 Annual spring administration of family survey.</p> <p>1.16 Teacher focus groups and annual spring administration of teacher survey at both schools.</p> <p>1.17 Annual collection and analysis of student-level attendance data from Infinite Campus.</p>

<p>will increase by 15 percentage points from Year 1 to Year 5. (<i>FSCS Performance Indicator</i>)</p> <p>1.16 The proportion of teachers from both schools who report improved student behaviors and positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. (<i>FSCS Performance Indicator</i>)</p> <p>1.17 In Years 2-5, student attendance will improve by 5 percentage points each year, compared with the Year 1 baseline. (<i>FSCS Performance Indicator</i>)</p> <p>1.18 In Years 2-5, the proportion of students from both schools testing at or above grade level on state exams in Year 1 will increase 2 percentage points each year, compared with the Year 1 baseline.</p> <p>1.19 In Years 2-5, the proportion of teachers who report improved student engagement will increase 5 percentage points each program year compared with the Year 1 baseline.</p> <p>1.20 In Years 2-5, the proportion of School 16 PreK kindergarten students who demonstrate school readiness will increase 3 percentage points each year, compared</p>	<p>1.18 Annual administration and analysis of the NJ Student Learning Assessment (ELA and math)</p> <p>1.19 Annual spring administration of the teacher survey.</p> <p>1.20 Annual collection and analysis of district kindergarten assessment data (ELA and math) and Teaching Strategies Gold® PreK data.</p> <p>1.21 Annual collection and analysis of ATM student-level data.</p>
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<p>to the Year 1 baseline. (<i>FSCS Program Indicator</i>)</p> <p>1.21 The graduation rate for ATM students will increase 15 percentage points from Year 1 to Year 5. (<i>FSCS Performance Indicator</i>)</p>	
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Goal 2: Families improve their lives and neighborhoods	
Process Objectives	Evaluation Methods
<p>2.1 In Years 2-5, parent/caregiver attendance at parent-teacher conferences will increase 5 percentage points each program year compared with the Year 1 baseline. (<i>FSCS Performance Indicator</i>)</p> <p>2.2 In Years 2-5, parent/caregiver attendance at a minimum of 1 parent/caregiver workshop (including curriculum workshops) or family night will increase 5 percentage points each program year compared with the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>2.3 In Years 2-5, attendance in the Adult Education Program for parents/caregivers across both schools will increase 5 percentage points each program year</p>	<p>2.1 Biannual collection and analysis of program attendance records.</p> <p>2.2 Biannual analysis of program attendance records.</p> <p>2.3 Biannual analysis of program attendance records and program document review (lesson plans).</p> <p>2.4 Biannual collection and analysis of program attendance records.</p> <p>2.5 Biannual collection and analysis of program attendance records.</p> <p>2.6 Biannual collection and analysis of CBO attendance records.</p> <p>2.7 Biannual collection and analysis of</p>

<p>compared with the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>2.4 In Years 2-5, use of the Family Center by School 16 families will increase 5 percentage points each year compared with the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>2.5 In Years 2-5, use of the Family Navigator by School 16 families will increase 5 percentage points each year compared with the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>2.6 In Years 2-5, Paterson community members' use of partner CBO services will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>2.7 In Years 2-5, Paterson community members' attendance at CBO information sessions and workshops will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p>	<p>CBO attendance records.</p>
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Measurable Performance Outcomes	Evaluation Methods
<p>2.8 In Years 2-5, the proportion of parents/caregivers who are actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline. (<i>FSCS Program Indicator</i>)</p>	<p>2.8 Annual administration of the family survey.</p>
<p>2.9 In Years 2-5, the proportion of FSCS families who report satisfaction with their access to healthy food and information about nutrition and healthy eating will increase by 5 percentage points each year compared with the Year 1 baseline. (<i>FSCS Program Indicator</i>)</p>	<p>2.9 Annual administration of the family survey.</p>
<p>2.10 In Years 2-5, the proportion of FSCS families that report satisfaction with available health care (dental screenings, vision screenings) or mental health services for themselves or their children will increase by 5 percentage points each year compared with the Year 1 baseline.</p>	<p>2.10 Annual administration of the family survey.</p>
<p>2.11 At least 60% of family members participating in workshops (including curriculum workshops) and other programs each year will be satisfied with offerings. (<i>FSCS Program Indicator</i>)</p>	<p>2.11 Biannual analysis of family workshop and program feedback forms.</p>
<p>2.12 In Year 5, the proportion of families</p>	<p>2.12 Annual administration of the family survey.</p>

<p>who feel that their neighborhood is safe will increase 10 percentage points compared to the Year 1 baseline.</p>	
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Goal 3: Capacity building & sustainability	
<p>Process Objectives</p> <p>3.1 In Years 1-5, Community School Advisory Committee will hold quarterly meetings of initiative-level partners (<i>FSCS Program Indicator</i>) to leverage best practices and outcomes for continuous quality improvement and regularly assess program quality through participatory analysis of student-level data and stakeholder feedback. (<i>FSCS Program Indicator</i>)</p> <p>3.2 In Years 1-5, at least 10 FSCS school-based educators and leaders will engage in collaborative leadership and practices by forming a professional learning community (PLC), including receiving training on effective/proven community school practices. (<i>FSCS Program Indicator</i>)</p> <p>3.3 School staff and community partners will convene monthly to work on</p>	<p>Evaluation Methods</p> <p>3.1 Document review (e.g., meeting schedules, agendas, sign-in records, and minutes)</p> <p>3.2 Collection and analysis of training participation forms, document review (e.g., meeting schedules, agendas of partner-administered professional development sessions), and training feedback forms.</p> <p>3.3 Document review (partner meeting agendas, minutes, and sign-in sheets) and meeting observations.</p> <p>3.4 Document review (meeting agendas, minutes, and sign-in sheets)</p> <p>3.5 Review of district fiscal documentation.</p>

<p>issue-based teams, ensuring that identified needs and evaluation findings are being addressed as part of a continuous quality improvement cycle.</p> <p><i>(FSCS Program Indicator)</i></p> <p>3.4 Quarterly meetings between district leadership, vendors, school administrators, and community partners to review fiscal status and planning issues.</p> <p>3.5 In Years 1-5, Paterson Public Schools will match federal funds with its own resources, as approved in the annual budget.</p>	
<p>Measurable Performance Outcomes</p> <p>3.6 Each year of implementation, partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices. <i>(FSCS Program Indicator)</i></p> <p>3.7 Each year of implementation, the teacher retention rate at the two schools will exceed the citywide rate, including the number of fully certified teachers, disaggregated by race and ethnicity.</p>	<p>Evaluation Methods</p> <p>3.6 Partner focus groups and annual administration and analysis of the partner survey.</p> <p>3.7 Annual analysis of human resources data from the district.</p> <p>3.8 Focus groups and annual spring administration of the teacher survey and partner survey.</p>

<p><i>(FSCS Performance Indicator)</i></p> <p>3.8 In Years 2-5, school staff and service delivery partners will increase reports of effective communication, greater trust/connectedness, and improved integration and coordination of pipeline services by 5 percentage points each year, compared to the Year 1 baseline.</p>	
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III. Quality of Project Services

a. Diversity of Perspectives

As described in detail in the Quality of Project Design section under Pillar #4: Collaborative Leadership and Practices, diversity of all stakeholder perspectives is an integral component of the fabric of the grant when planning, implementing, and evaluating the Full Service Community Schools initiative. The voice of the participating community members, parents, and students are most important and the District and community partners need to collaborate together with all to develop relevant and impactful programing.

As such we will develop the FSCS Stakeholder Committee which will meet regularly to provide oversight, receive updates from the Paterson Public School Director of Full Service Community Schools and provide advice, review data, assess progress, provide feedback and adapt program implementation as necessary. Members of the Stakeholder Committee will include district leaders, school administrators, community partners, grant evaluators, and local government officials.

Responsibilities of the Stakeholders 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 Principals and Lead Agency Applicants for the establishment of the Lead Agency at each of the Full -Service Community School 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
- Assist the scaling-up of the initiative by utilizing research-based best practices and lessons learned from the field

Further we will develop the FSCS Community Advisory Group to include meaningful participation from parents, students, school administrators, teachers, and community members. The purpose of this group is to ensure that the voices of students and families are present in decision-making and their hopes, aspirations, and needs are fully incorporated into the design and oversight of the schools.

School Staff Professional Learning Communities will be established to allow teachers to work in small groups based on specific schoolwide needs and drill down to the core problems while working collaboratively to derive solutions for change.

Particular attention will be given to elevating the voices of community members and students and understanding the school- and community-level narratives built around the community school approach through the Collective Impact Approach, surveys, and focus groups.

IV. Adequacy of Resources

a. Adequacy of Support and Comprehensive Plan

PPS is fully committed to implementing the FSCS initiative, and the Superintendent has included converting to the FSCS model as part of the current District strategic plan, A Promising Tomorrow. The PPS Department of Full Service Community Schools is located within the Department of Family and Community Engagement and also is under oversight of the Division of Academic Support Services. PPS has hired a Director of FSCS to oversee all FSCS projects in Paterson currently inclusive of the 2018 FSCS Grant, 6 non-grant funded FSCS sites, and the 21st Century Program. To show our commitment to the 2022 FSCS Grant, Paterson has hired a full-time FSCS Associate Project Director solely dedicated to the implementation of the FSCS initiative at School 16 and ATM under the supervision of the Director of FSCS. The FSCS Associate Project Director will work closely with the site coordinators located at each school and with the school administrators. Additionally, PPS will provide full access to school facilities to program partners as well as security and custodial services. Each school has agreed to provide a designated space out of which partners will operate, including space for health and counseling services. The schools have agreed to provide access to the 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 school-based FSCS meetings. Data will be made available to all vested partners as per PPS Board Regulations to ensure privacy of students and families are protected.

b. Key Personnel and Time Commitments

Full-Service Community Schools Associate Project Director

The district will hire a Full Service Community Schools Associate Project Director who will report to the Director of FSCS. This individual shall facilitate, support, and engage in school improvement efforts and data collection in accordance with federal Full Service grant guidelines. Full grant implementation and success in meeting performance measures requires that the Supervisor work collaboratively to coordinate, organize and manage the school improvement process as it relates to networking resources. This process will include stakeholders, such as Assistant Superintendents, Principals, Vice-Principals, teachers, parents, community members and institutions of higher learning, as well as corporate, Federal, State and other sources.

Responsibilities of the FSCS Associate Project Director include:

1. Work under the supervision of the Director of Full Service Community Schools.
2. Be the contact person for the FSCS Grant schools, maintain close communication with the schools, and monitor progress.
3. Work collaboratively with administrative and instructional staff to assess operational and program needs.
4. Establish and maintain effective lines of communication with individuals responsible for funding and grants within the various sectors.
5. Provide structure for periodic measurement and evaluation of the success of the district's program requirements and specifications, and establish an appropriate timeline for grant development and educational growth and achievement of students.

6. Provide for the introduction of relevant innovative programs, revised methodology and ensure the effective coordination of assessment and reporting activities.
7. Collaborate with various providers to develop appropriate performance objectives and action plans consistent with established goals for the program.
8. Establish and maintain essential demographic information and performance data to support applications and proposals.
9. Collaborate with stakeholders to develop an appropriate evaluation plan to assess program effectiveness and provide the necessary performance data for evaluation reports.
10. Meet on a regular basis with administration for the purpose of maintaining ongoing support, coordination and implementation of grant projects and activities.
11. Ensure that project activities are implemented as planned within State and Federal guidelines.
12. Present proposals, program plans and evaluative reports to district staff, the Board of Education, members of the community, and funding sources as required.
13. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
14. Oversee compliance with federal, State, county and local program regulations, to collect and report required data, and to ensure that applications, reports, evaluations, etc. are submitted in a timely fashion.

15. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel and agencies associated with the school.

FSCS Site Coordinator

School 16 and ATM will each have a dedicated full time FSCS Coordinator to manage the FSCS initiative. Each coordinator will have at least a Bachelor's Degree in Social Services, Education, or equivalent and have supervisory, management, or community organizing experience in the Social Services or Education field. The site coordinator must be Bilingual in Spanish and English—most importantly at School 16, as 90 percent of students and families are Hispanic and a majority of students and families require instruction and communication in Spanish. This designated site coordinator will be able to successfully communicate with students and their families in the way they need to be successful and participate in services and programs. The site coordinator at Al Moody Academy will be a full-time district employee and work with ATM's community partner, Paterson Education Fund, to provide resources and programs for the school community.

Responsibilities of the Site Coordinator include:

1. Implement a needs assessment process utilizing surveys and focus groups to gather information from stakeholders including: students, families, staff, and community organizations.
2. Register participants and monitor program attendance and dismissal.
3. Coordinate on-site youth & social service programs for after-school, school day, Saturday and summer programming, as needed.
4. Facilitate monthly fire drills & twice yearly lockdown drills for after school programming.

5. Plan, develop, publicize and coordinate parent engagement activities, programs, and projects that support student learning, academic achievement and family/community bonds.
6. Coordinate the use of space for student and family support services, and for special events.
7. Coordinate with PPSD Food Services department for daily meal & snack program.
8. Serve on and/or provide guidance for the various school leadership teams and work with school administrators and staff.
9. Work with the FSCS Community Advisory Group, school administrators, teachers, community-based organizations, parents and students to identify barriers to learning, available resources and gaps, and to develop programming that is community responsive.
10. Maintain an effective referral process; facilitate/co-facilitate the coordination of services team, where members review, assign and follow up on referrals, and troubleshoot student and systems issues.
11. Attend all required school/district and agency meetings to build strong communication and align services with school priorities and student learning goals among service providers, staff, parents & students.
12. Support the development of youth leadership, parent engagement and family support throughout all Community School efforts.
13. Act as a point person for potential new partnerships.
14. Complete reports and collect data in order to effectively plan, inform decision-making, and promote accountability by designated deadlines.

The FSCS Coordinator facilitates educational, socio-emotional, recreational, health and wellness programming to benefit the students and families of Paterson Public Schools.

Information to coordinate these programs is gathered through stakeholder consensus, and recorded data is used to deliver programming that meets community needs while 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 parents; 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.

Director of Full Service Community Schools

The responsibilities of the PPS FSCS Director 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. The Director of FSCS will oversee the FSCS Associate Project Director and assist in managing the project, analyzing data and building sustainability throughout the grant progression.

Time Commitments

The Paterson Public School Full Service Community Schools Associate Project Director will commit 100% of their time to the FSCS initiative at School 16 and Al Moody Academy. 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 Paterson Public School FSCS Supervisor and/or Director, and has stated that they will provide more time to this initiative if it is necessary. The Paterson Public Schools Director will commit approximately 20% of their time to the FSCS initiative at School 16 and Al Moody Academy.

c. Sustainability

Paterson has acknowledged that sustainable practices are the most reliable strategy to maintain services after the grant funding period has concluded. Paterson's sustainability plan consists of three components: collaboration, advocating for support, and securing supplemental funds. Partnerships and collaborations help deepen relationships between educators and community agencies. Paterson will seek collaborations and partnerships with community-based organizations and local businesses in order to provide additional services and resources for our students and families. Paterson will advocate for support from our local School Board, Business Office and from the Federal Programs Department who oversees Title funds. When advocating for funding and partnerships, it is important to tell the story of your program and share the impact of the services you wish to fund with data demonstrating results in improved attendance and academics. With the new ESSA regulations, Title IV funding is available to school districts to support the holistic education of our students and to provide for additional opportunities outside of the regular school day. The purpose of Title IV is to improve the students' academic achievement by providing all students with access to a well-rounded education. These programs can address the arts, social and emotional promotion, college and career guidance and counseling programs. Title IV can also support programs that utilize culture, arts and STEM to encourage student engagement, problem-solving and conflict resolution. Paterson has also utilized the COVID America Recovery Act ESSER funding to support some of our Full Service sites. In

addition to advocating for funding, Paterson will continue to see supplemental funding opportunities.

Paterson has recognized the critical support and pipeline services that our FSCS sites provide and made it a fiscal priority to maintain the community schools from the 2010 and 2015 grants, beyond the grant funding period. We are currently working towards sustaining our 2018 grant FSCS sites and have a funding plan in place for several years after the end of the grant in September 2023. This has been accomplished by continuing to foster our partnerships with the community-based organizations that facilitate our Full Service Community School initiatives, along with a combination of other grants and local funding. Through collaboration, advocating for support and securing supplemental funding, Paterson has accomplished sustainability of Full Service Community Schools and will continue to replicate strategic actions to move towards sustainability for our proposed 2022 Full Service Community Schools.

V. Quality of Management Plan

a. Strong Community Partnerships and Consortium

Commitment of each partner (MOUs)

Each proposed Program Partner fully supports our FSCS initiative. Please see the attached MOUs for details of their commitment. The partners are committed to extending services into the target schools and have agreed to provide the programs and resources detailed in the services project and the Memorandums of Understanding. They have agreed to provide staff, training, equipment and supplies to support the FSCS initiative, attend advisory committee meetings and cooperate with the evaluation. Furthermore, the partners have agreed to be part of the consortium, or the FSCS Stakeholders Committee to continue to support and sustain the initiative after grant funding expires.

Below is a detailed description of School 16 and Al Moody's community partners.

Oasis - A Haven for Women and Children

School 16 has selected Oasis - A Haven for Women and Children as their lead community partner. Oasis is a nonprofit 501 (c) (3) organization located in Paterson, New Jersey. Working from a three-story building on 59 Mill Street, Paterson, at the heart of the First Ward - one of the city's poorest sections. This organization carries out education and social service programs that help local women enter and succeed in the work force and help children flourish academically. Oasis also operates a soup kitchen and provides emergency food, clothing, and social support to city residents in need and services 1,000 women and children daily.

Oasis was established twenty-four years ago by two women who noticed a need: while there were several soup kitchens in Paterson, most catered to adults and not children. Oasis began in the basement of the First Presbyterian Church, at the intersection of Main and Ward Streets in Paterson, NJ. Within the first five months, Oasis volunteers served 6,000 meals and gave away more than 500 bags of food. Oasis is a place where program participants experience a deep connection to one another and to the staff and volunteer members. It is a public space where women and children facing a turbulent time can find a sense of comfort, hope, belonging and acceptance. Oasis's presence in the Paterson community plays a significant role in helping those in need get a better chance at life.

Oasis specializes in four areas: adult education, youth development, basic needs, and social services. In 2019-2020 Oasis had 646 women attending classes daily in the adult education program. 124 children participated in the after school program, 170 in summer camp, and 342 in the Saturday program. 115,000 meals were served, 131,000 diapers distributed, 1,231 turkeys given at Thanksgiving, and 5,000 toys to needy children during the holiday season. 158

women took part in domestic violence counseling, 147 young children received care so their mother's could take classes, and 107 women received a health and wellness assessment.

With a partner like Oasis, any need that arises for the School 16 community, or any of Paterson FSCS sites, can be met.

Paterson Education Foundation (PEF)

The Paterson Education Fund (PEF) has been selected by Al Moody Academy as the lead community partner, and is a not-for-profit organization with the mission to stimulate community action for change so that the Paterson Public Schools ensure that all Paterson children achieve high standards. Founded in 1983, PEF has influenced the community of Paterson significantly through a variety of different activities they provide for children and families. PEF's goals are:

- To build the community's civic capacity to support, monitor and advocate education reform.
- To educate and enable community leadership to understand and act on changing education needs.
- To provide a forum for the community to effectively participate in the decision-making processes concerning education.

PEF has a focus on academic programs for Paterson's children. Paterson Reads, a community collaboration of the Paterson Alliance, with the Paterson Education Foundation has provided numerous books to children during the summer reading program. PEF has sponsored Girls United for the Earth (GUFE) since 2005, which is an enrichment program for girls 13 to 18 from School 2. This learning project helps girls explore environmental justice and science careers. PEF also established the Mel Merians Young Men's Enrichment Program for young boys to explore science enrichment and personal development through hands-on interactive

experiences. The College Track program supports college preparation, planning, access and retention for high school students. The College Track workshops are peer led and the curriculum is designed to encourage students to actively seek college information, and to help them build personal action plans for college success. PEF has been a long supporter of FSCS and has participated in the NEA Community Schools Cohort Professional Development Series; it has also brought ATM into the NEA cohorts. Most recently, PEF was awarded the 21st Century Community Learning Centers Grant for School 15 and Senator Frank Lautenberg School and has been instrumental in Paterson's FSCS sustainability plan. PEF has also been a proponent of restorative practices and has provided professional development and coaching for other FSCS sites.

Health N Wellness Services & School-based Health Centers (SBHC) - Medical

No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn of urban minority youth, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. Recent research in fields ranging from neurosciences and child development to epidemiology and public health provide compelling evidence for the causal role that educationally relevant health disparities play in the educational achievement gap that plagues urban minority youth. This is why reducing these health disparities must be a fundamental part of school reform. (Source: Centers for Disease Control and Prevention. (n.d.). *Health and academic achievement*. Atlanta, GA: Author. Retrieved from http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf).

The Full Service Health Centers under the direction of Health N Wellness, has helped to break the cycle of poverty by working with families at the most basic level. Providing pediatric, dental, audio, vision, nutrition education, behavioral counseling and clinical services to students and families, they have created an oasis amongst the turmoil in the community. The opportunity for success is the right that every child should have. As partners towards that goal, this organization has committed itself to bridging the gap that exists within impoverished communities.

The mission of Health N Wellness is to optimize and integrate community health care providers within school-based health centers in order to service the health care needs of students PreK-12 by providing them with medical, dental, optical, mental health care, and nutrition and wellness services. Cultural diversity is recognized and celebrated and services are customized to meet these needs as well as provide community outreach and health related educational workshops.

Our team holds licenses that include LCSW, LSW, and LAC and their expertises are in specialties such as Complex PTSD, Dialectical Behavioral Therapy (DBT), Eye Movement Desensitization and Reprocessing (EMDR), Mindfulness, RYT-200 Yoga certification, and Certified Group Psychotherapy (AGPA). The therapists continue to use trauma-informed focused treatment and incorporate restorative practices. Both individual and group therapy is provided along with family counseling as needed. Health N Wellness partners with local universities with high quality master's level counseling programs such as Fordham University, Columbia University, and Rutgers University for master's level interns to facilitate group therapy and work under the guidance and supervision of the LCSW as per New Jersey regulations.

Paterson Police Department

Many Paterson Public School Officers are assigned to Paterson's grammar schools, high schools, and academies. School officers are responsible for patrolling school grounds, maintaining order, monitoring visitors coming into their building, intervening in student problems, and the protection of staff and students. Paterson Police and their role with Full-Service Community Schools is demonstrating and fostering the positive relationships between youth and police. The Handle With Care program aims to protect the privacy of a child's traumatic incident. During the initial investigation, officers gather only certain information to pass along to the proper authorities to protect the child. This approach is to help the child in gaining trust in law enforcement as well as protecting their privacy.

The Community Outreach Division of the Paterson Police Department has been a long standing partner with the Alonzo T. Moody Academy, and will continue to work closely with school administrators, counselors, and students to support efforts to lead lives away from crime and gangs, and to be productive Paterson citizens.

Passaic County Probation

The Passaic County Probation Department works closely with the Alonzo T. Moody Academy. With many of the students having been recently incarcerated or in a cycle of frequent police and court interactions, a higher level of support is needed from the court system in an effort to reduce the number of infractions and recidivism rates. A dedicated probation officer is assigned to ATM to assist students with their probation program and provide in-school support on track when they are approaching a court date and ensures those individuals lead a law-abiding life or assist him/her in doing so.

Paterson Youth Service Bureau

The Paterson Youth Service Bureau works with both youth and parents and provides programs such as case management, evening report programs and total lifestyle programs. They also provide housing, food, job skills and social services to help students and families.

Paterson's Youth Services Bureau was established by Alonzo Moody previous to the school and remains a critical partner for at-risk youth from ATM.

New Jersey Reentry Corporation

The New Jersey Reentry Corporation (NJRC) is a non-profit agency with a social mission to remove all barriers to employment for citizens returning from incarceration. The organization helps students who have been incarcerated gain experience in job skills and introduce friendly employment opportunities. NJRC works to help students with driver's license restoration and obtain an official copy of their birth certificates as proper identification is required to obtain viable and legal employment. While NJRC typically works with young adults 18 years and older, they are planning a pilot for ATM to provide components of their program, as appropriate, for 14-17 year old students at ATM, with the goal of providing employment options and skills to lessen the likelihood of repeat offenses. NJRC helps students get on the right track and avoid a life on the streets, giving them a chance to make positive changes moving forward.

Children's Aid NYC

Children's Aid has long been a leader of Full Service Community Schools and is based in New York City. This organization aims to help young children and families who are struggling and provide for them the necessities to live fruitful lives. Children's Aid provides a variety of different services and programs with Academic and Social and Emotional Learning, Health and Nutrition, Family and Community. Children's Aid is a professional powerhouse of solutions for

young people. The organization is equipped with teachers and social workers, coaches and health care providers ready to help students and families in need.

Children's Aid has been a partner of Paterson's Full Service Community Schools initiative since its inception in 2010 by providing technical support and assistance, professional development, access to national conferences and a national network of FSCS providers, advocates, and visionaries. [REDACTED], a current Director within Children's Aid, was Paterson's original site coordinator at School 5 in 2010 and helped pave the way for future FSCS sites. [REDACTED]
[REDACTED] has since applied his expertise in community schools on a national level; still, ties to home in Paterson remain strong. [REDACTED], along with Children's Aid, will provide support and coaching to the school principal of ATM along with FSCS staff.

William Paterson University

William Paterson University is located within miles of Paterson Public Schools and has been a consistent partner with PPS in multiple programs for students, families, and teachers. For this FSCS initiative, WPU will engage School 16 with The Cultural Adjustment Program, developed by the Department of Psychology at William Paterson University. The program focuses on recent immigrant students and strives to build a comfortable learning environment during a drastic transition from another country to the U.S. The goals of the group include helping immigrant students build peer connection and social support to ameliorate the stress of migration and cultural adjustment process; addressing students' family, peers, and school experience as they navigate the new cultural context; and promoting a positive sense of self and developing positive coping strategies. This program is currently implemented at New Roberto Clemente and other Newcomer's sites in Paterson, NJ for Spanish and Bangladeshi immigrant students, and facilitated by bilingual master's and doctoral students studying in Clinical and

Counseling Psychology. The program provides coping mechanisms and understanding of cultural differences.

WAFAA Organization

The WAFAA Organization is a nonprofit organization that helps families and individuals through various social programs. The organization helps provide clothing, food, donations and housing for those in need. The mission of the organization is to strengthen families and the community through education in order to reduce isolation, build connections within and between families and throughout the community. The organization strives to make a difference in the lives of struggling families. They have been a partner with ATM and will continue to provide access to food, clothing, and shelter for the school community.

b. History of Effectiveness

The Paterson Public School District (PPS) Federal Full Service Community Schools (FSCS) initiative comprises seven public schools, each of which is partnered with a lead community-based organization to plan, implement and sustain services to support the well-being and development of children, their families and the wider community. The first FSCS established under this initiative was School 5 in 2010, followed by Rev. Dr. Frank Napier School and New Roberto Clemente School in 2012, Schools 6 and 15 in 2015, and Schools 2 and John F. Kennedy High School in 2018.

PPS FSCS has developed and implemented a community school model that encompasses a broad array of services and interventions for students and families, including academic and social-emotional support, family and community engagement, health and mental health services, and partnership development to leverage resources. The program continues to focus on integrating health services in the school, aligning after school programs and daytime

provisions, and developing interventions specifically targeting students falling behind academically and facing challenges with attendance and behavior.

FSCS Services

- ✓ Targeted academic support
- ✓ After school programs
- ✓ Summer Programs
- ✓ Enrichment
- ✓ STEAM, Arts, Music, Recreation
- ✓ Student leadership and service learning
- ✓ College and career readiness/internships
- ✓ Programs with local universities to earn credits
- ✓ Support for chronic absenteeism, truancy, chronic suspensions
- ✓ Access to social services



- ✓ Health Services
- ✓ Pediatrics
- ✓ Dental
- ✓ Optical
- ✓ Audiology
- ✓ Nutrition
- ✓ Counseling
- ✓ Restorative Justice
- ✓ Adult education
- ✓ Parent workshops
- ✓ Family events
- ✓ Community Development
- ✓ Food pantry and weekly food distributions

Paterson's history of effectiveness in implementing Full Service Community Schools programs to demonstrate results in increased performance areas is evident through the alignment of the after school program with the regular school day for improved academic performance, partnership development, attendance, chronic absenteeism and behavior improvement, progress on GPRA data for previous FSCS grants, our commitment to sustaining the Full Service Community Schools initiative in Paterson after grant funding periods have expired, and reflecting on lessons learned over the past decade.

Aligned After School Programs with Regular School Day for Improved Academic Performance

After school programs continue to be a key element of the Paterson Public School Full Service Community School Model, and encompass services intended to support student academic performance and broader youth development outcomes. These include, for example: homework help, one-to-one tutoring and small group mentoring, youth ESL and literacy clubs, anti-bullying/violence prevention programs, STEAM (science,

technology, engineering, art, math), college and career readiness, and various ‘enrichment’ activities such as cooking, chess, drama, yoga, basketball, and dance.

PPS FSCS after school programs provide support for academically at-risk students. For example, School 5 prioritizes entry into the after school program to students on the Intervention and Referral Services list. These students are academically at-risk and referred by teachers to receive additional support. At Napier, three youth mentors met with academically at-risk students twice a week and assisted them with their homework; while NRC, School 2, School 6 and School 15 provide homework help to all participants. At JFK High School, the after school program focuses on college and career readiness, future skills, and preparation for beyond high school.

Paterson FSCS schools made progress in aligning after school programming with regular school day activities and curriculum. Each school has a lead teacher or program manager synchronizing after school with school day by communicating with teachers regarding homework, grades, and student progress. Students receive academic intervention and tutoring, homework support, academic enrichment in STEAM, drama and music, as well as recreation and clubs.

As a result of these efforts, after school program participants had a higher mean scale score on state assessments than non-after school students:

- o School 6 in ELA +.9 and Math +1.2 in 2016 and ELA +6 in 2017.
- o School 15 in ELA +9.5 and Math +.3 in 2016 and ELA +10.7 and Math +17.7 in 2017.

Most recently (2018-2019 school year), Napier Academy saw 62.07% of students involved in after school mentorship services demonstrate an increase (or maintain B average) in report card grades in at least one core content area from marking period 1 to marking period 4.

School 15 showed 60.55%, and SFLS reported 61.83% of students involved in the after school program improved their ELA or Math grade from MP1 to MP4. At School 5, 83.3% of students involved in after school mentorship services either maintained a B or improved a whole letter grade in Math and/or ELA.

Partnership Development

Partnership development to leverage resources is the crux of the community school model. Each community school in Paterson has been successful in building substantive partnerships with a range of organizations to provide services and opportunities to students.

School	Lead Agency
School 5 (2010)	New Jersey CDC
Napier School of Technology (2012)	Boys and Girls Club
New Roberto Clemente (2012)	St. Paul's CDC
Senator Frank Lautenberg (2015)	New Destiny Family Success Center
School 15 (2015)	St. Paul's CDC
School 2 (2018)	Oasis
JFK High School (2018)	New Jersey CDC
Health Centers	Health N Wellness

All of our partners are instrumental for the delivery and sustainability of key services in the community schools.

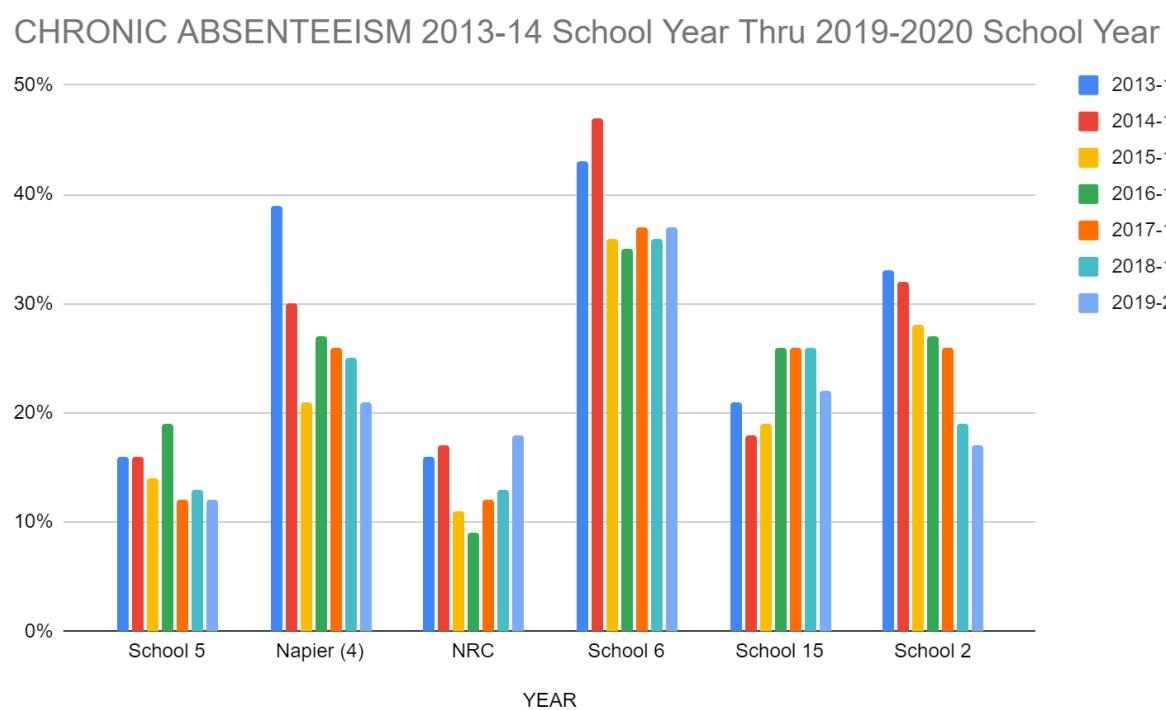
Attendance/Chronic Absenteeism and Behavior Results

Attendance is a key precondition for student performance, and the schools have been particularly concerned about addressing the needs of students who are chronically absent.

Analysis on attendance was conducted using chronic absenteeism rates to show the overall results for each of the seven PPS FSCS from 2014 to 2020. Analyzing the impact of specific intervention such as after school and health services on attendance, an average day's present in the school was used as a measure.

- Chronic Absenteeism (from their highest to most recent) decreased at School 6 by 10%, 8% at Napier and 4% at School 15, 7% at School 5 and 16% at School 2. NRC dropped by 8% from highest to lowest, but the last year (under new leadership) saw a recent increase in chronic absenteeism.

Percentage of Students Chronically Absent 2014 to 2020

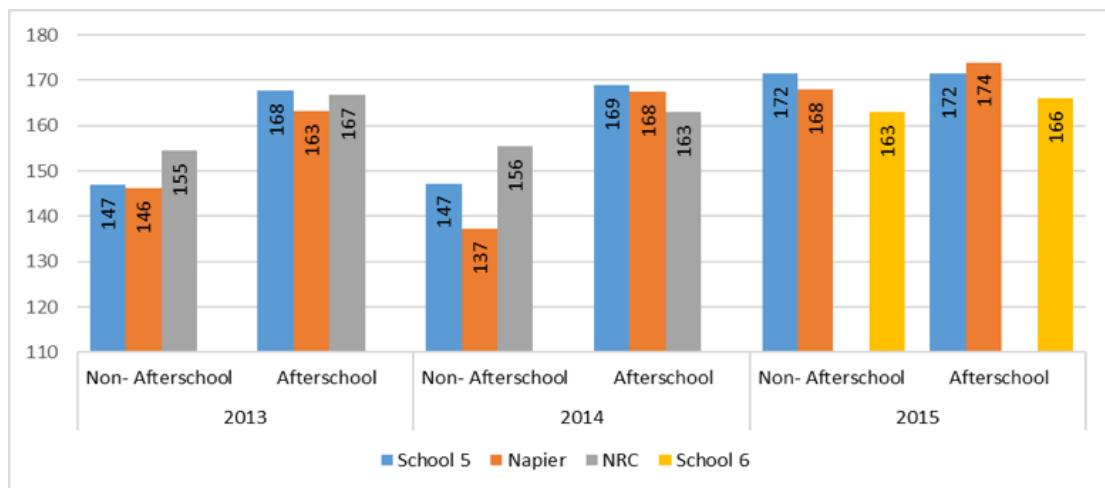


Attendance (average days present in school) of after school students was better than for non-after school students. Students attending the after school programs in School 5, Napier and NRC had a significantly higher attendance (average days present in the

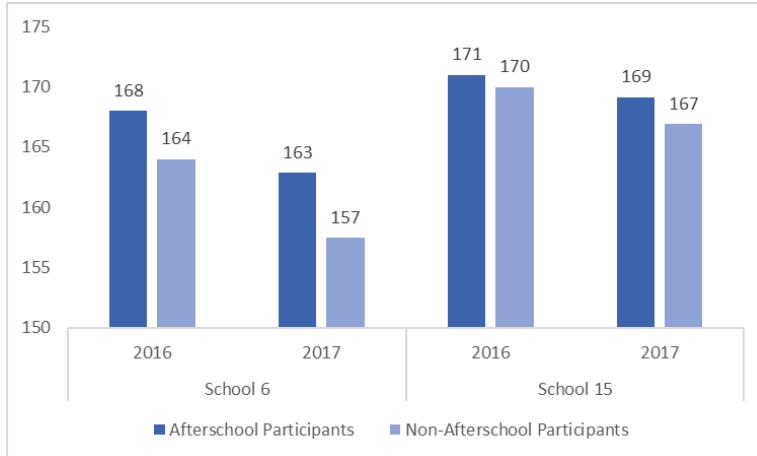
school) than non-after school students in 2013 and 2014. Similarly, after school students at School 6 and Napier had higher attendance than non-after school students in 2015.

Attendance is a direct precursor, and necessary for academic success.

Attendance Results – FSCS after school Participants from 2013-2015



Attendance Results of PPS – FSCS after school Participants in 2016 and 2017

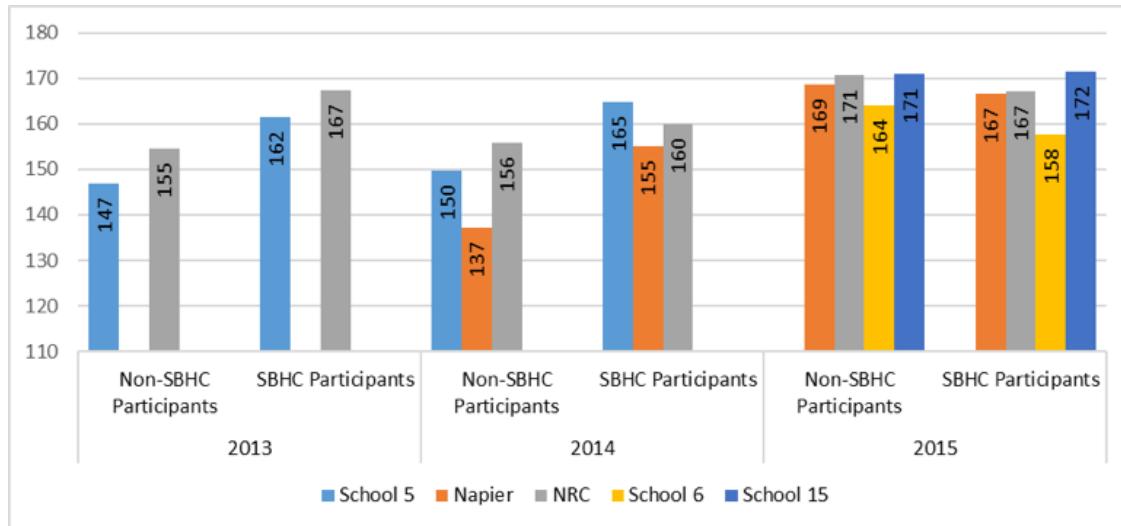


The presence of school based health centers had a similar effect on attendance.

Students who received Health Center services at School 5 had a significantly higher attendance (average days present in school) in 2013 and 2014 than students who did not receive Health Center services. Equally, students that received Health Center services at NRC had a significantly higher attendance in 2013, while Napier students receiving

Health Center services had significantly higher attendance than non- Health Center participants in 2014. Attendance of students participating in the health center in Schools 2, 15, and SFLS also increased from 2018-2020.

Attendance Results of PPS – FSCS School Based Health Center



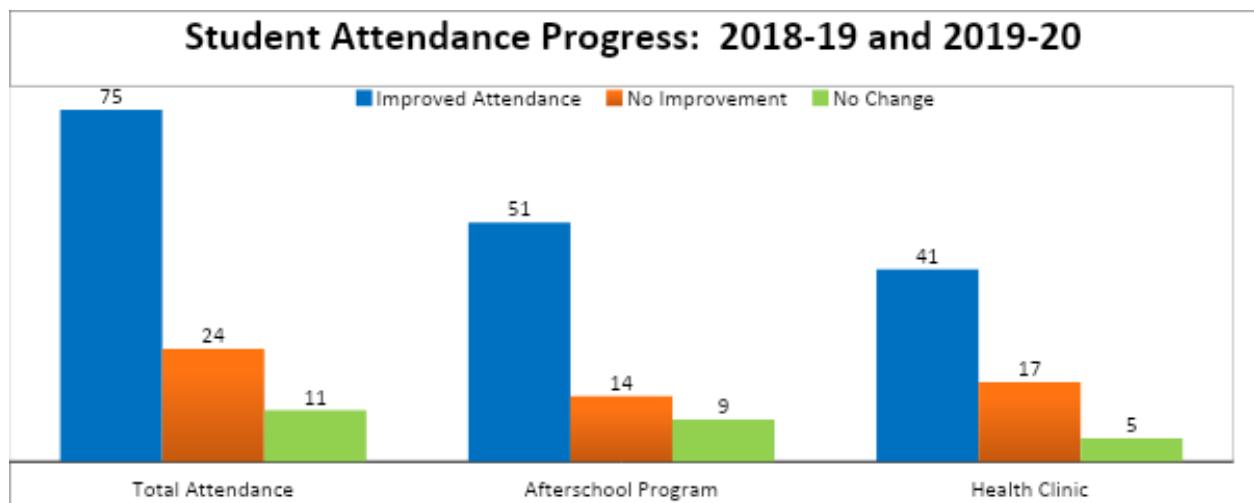
Participants from 2013-2015 Academic Years

Attendance has been proven to increase likelihood of academic success and performance. Students who attend and participate in these programs receive daily support and encouragement to attend school. Furthermore, attendance rate increases have been directly impacted by participating in specific FSCS programs and activities. At NRC, 87.5% of students participating in the FSCS Young Donors Program achieved 96% or better attendance rate for 2018-2019 School year.

At School 2, 68% of students participating in the FSCS programs have demonstrated an increased number of days present from 2018-19 to 2019-20. Students identified as participating in the after school program at School 2 and enrolled in the health center:

- 149 total unduplicated students between the two programs
- 110 students with complete attendance data in 2018-19 and 2019-20 (incomplete data due to mostly kinder and new to Paterson students)

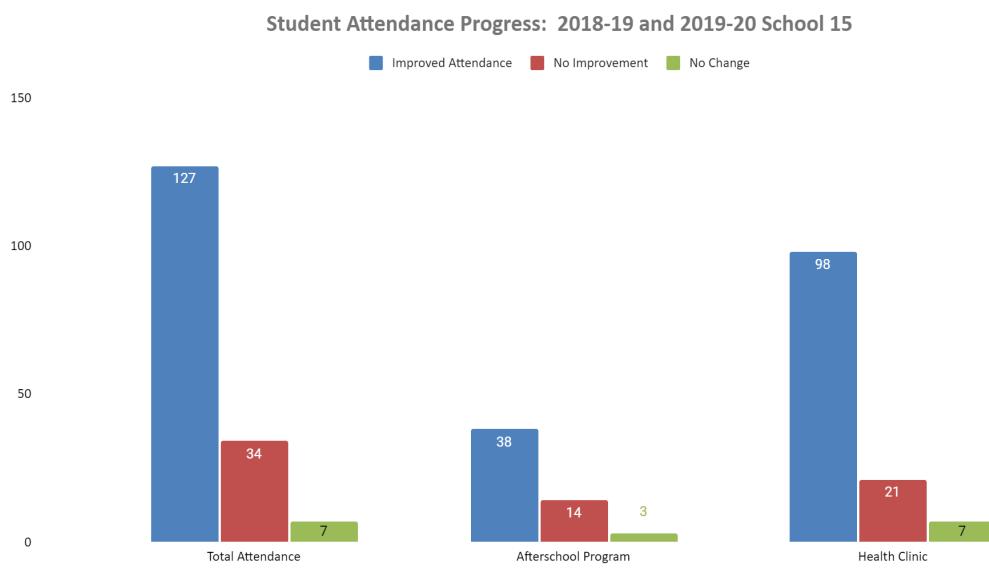
	All Students	%	After School	%	Health Center	%
# of students	110		74		63	
Improved Attendance	75	68%	51	69%	41	65%
No Improvement	24	22%	14	19%	17	27%
No Change	11	10%	9	12%	5	8%



At School 15, 76% of students participating in the FSCS programs have demonstrated an increased number of days present from 2018-19 to 2019-20.

- 209 Unduplicated students in 2019-20
- 42 incomplete data (mostly PreK/K students)
- 167 Students with complete data

	All Students	%	After School	%	Health Center	%
# of students	167		54		126	
Improved Attendance	127	76%	38	70%	98	78%
No Improvement	34	20%	14	26%	21	17%
No Change	7	4%	3	4%	7	5%

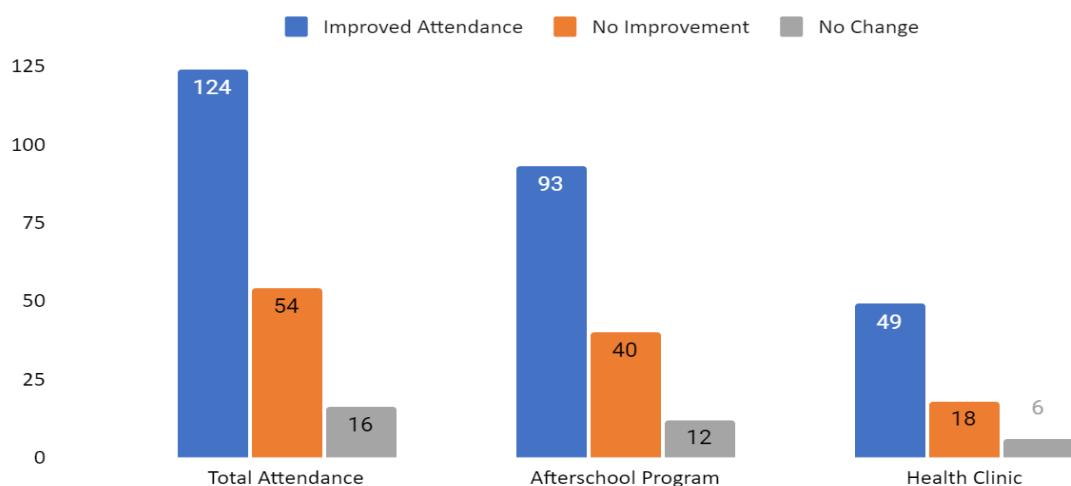


At SFLS, 68.57% of targeted chronic students who received attendance mentorship from FSCS showed attendance improvement from 2017-18 to 2018-19, and 64% of students participating in the FSCS programs demonstrated an increased number of days present from 2018-19 to 2019-20.

- 221 Unduplicated students in 2019-20
- 23 incomplete data (mostly K students)
- 198 Students with complete data

	All Students	%	After School	%	Health Center	%
# of students	198		145		74	
Improved Attendance	124	64%	98	64%	49	67%
No Improvement	54	28%	40	28%	18	24%
No Change	16	8%	12	8%	6	9%

Student Attendance Progress: 2018-19 to 2019-20 @ SFLS

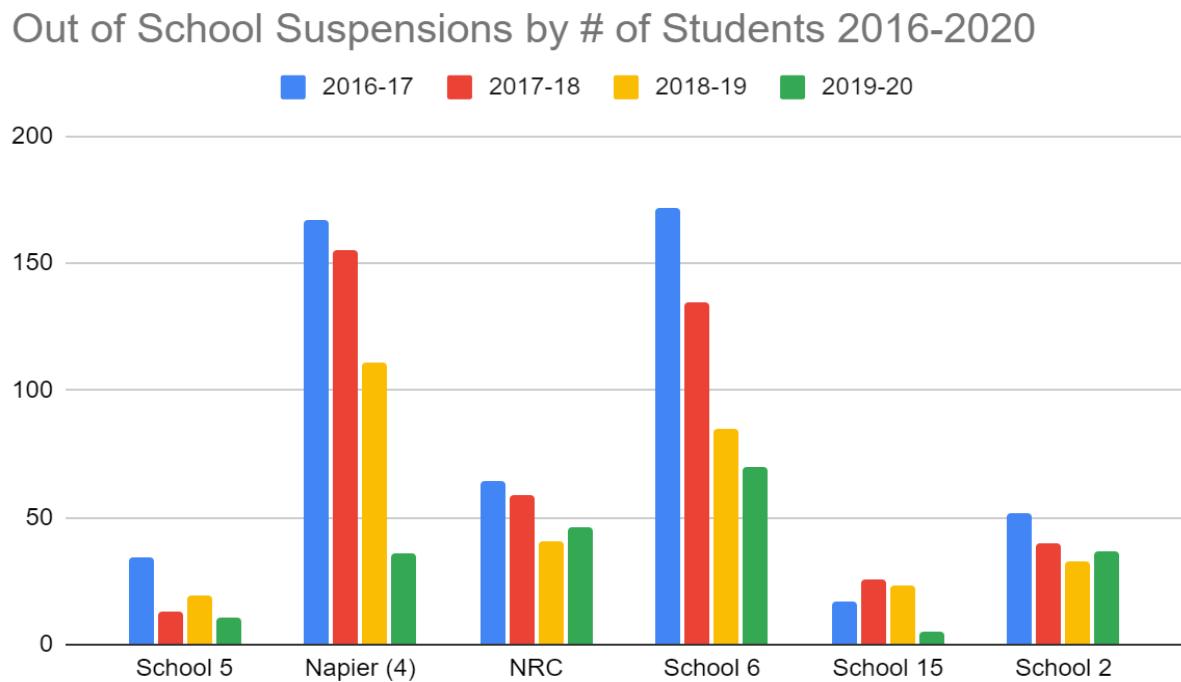


Positive behavior is another important precondition to student participation and attainment. Schools have implemented the Positive Behavior Support in Schools (PBSIS) to address behavior challenges.

Through PBSIS, staff at each school received extensive training and technical assistance to help prepare staff to positively and proactively address the individualized behavior support needs of all students. One key measure of behavior is the rate of suspensions within each school.

- Suspension rates decreased by 17 percent at Napier and by one percent at School 15. At School 6, School 5 and NRC, suspensions increased from 2014 to 2015.
- At NRC, the FSCS mentorship program resulted in an 11.06% decrease in Out of School suspensions between 2017 and 2019.
- Between 2016 and 2020 suspension rates decreased at all Full Service Community Schools.

Students Suspended Out of School in 2016 to 2020



GPRA Progress

Committed to increasing our reach in how many students, families, and community members we serve. Below is a snapshot of progress for Schools 15 and SFLS from 2018-19 to 2019-20, showing services rendered with both duplicated and unduplicated counts. FSCS outreach to Paterson students, families, and community members grows exponentially with each continued year of service.

School 15 & SFLS GPRA Data 2018-19 and 2019-20											
Population	Unduplicated			Duplicated							
	2018-2019	2019-2020		Stud.	Stud.	Fam.	Fam.	Com.	Com.	Total	Total
	18/19	19/20		18/19	19/20	18/19	19/20	18/19	19/20	18/19	19/20
1 Students	0	0		0	7	0	0	0	0	0	7
2	2,461	345		1,326	1,173	1	0	3,788	1,518		
3 Family	172	50		1,675	4,247	235	173	2,082	4,470		
4	3,520	2,236		257	0	141	0	3,918	2,236		
5 Community	603	0		178	0	156	0	937	0		
6	0	0		25	2,788	0	143	25	2,931		
7	179	441		178	3,076	356	143	713	3,660		
8 Total	1,336	2,387		200	2,747	24	143	1,560	5,277		
9	1,631	417		211	2,724	28	143	1,870	3,539		
10	176	113		184	2,724	24	143	384	2,980		
11	0	0		74	64	0	0	74	64		
12	2,722	1,665		129	3,897	134	143	2,985	5,705		
Total	12,800	7,654		4,437	23,702	1,099	1,031	18,330	32,387		

Federal FSCS Services

- 1.Early childhood education
- 2.Remedial education and academic enrichment
- 3.Family/parent engagement
- 4.Mentoring and YDS
- 5.Service learning
- 7.Access to social services
- 8.Health and dental care
- 9.Nutrition
- 10.Mental health counseling
- 11.Adult Education

- | | |
|---|--|
| 6.Job training/career counseling
absent, truant, | 12. Programs to assist chronically
suspended, and expelled students |
|---|--|

Paterson's Commitment to Sustainability

Paterson Public Schools has identified the need for Full Service Community Schools to provide essential services and programs for our students and families, and is committed to sustaining this initiative past the Federal FSCS Grant funding period. PPS is grateful to the Department of Education for the fiscal and technical support to lift our Full Service Community Schools to fruition. Paterson has sustained the three community schools funded by the 2010 grant for the past six years with braided funds totaling \$484,000 and lasting community partnerships. When the 2015 FSCS Grant ended in September 2020, Paterson developed the sustainability model presented below for School 15 and SFLS by increasing our funding contribution, maintaining community partnerships, changes in policy and legislation, and working with private foundations.

Funding Contribution for 2015 Grant Schools

Paterson Public Schools has committed to maintain the \$100,000 2015 FSCS grant cash match and provide an additional \$148,000 in funds to continue to support the following program components at School 15 and Senator Frank Lautenberg School.

- School Site Coordination (2 Full-time site coordinators)
- Health Center Treatment Coordination and Administration
- Behavioral Health and Counseling
- Social and Emotional Programs
- Student Enrichment Activities
- Family Events and Workshops

- Adult Education

Paterson Public Schools has opened a Full Service Community Schools Community Center located within blocks of School 15. The center houses a full-time site coordinator for community access to social services, adult education courses, a student drop-in center for homework and access to technology, and a common space for community activities. A modern dental clinic and counseling spaces are under construction, and health services will be available to the community in the future.

Community Partnerships

Continued community partnerships are vital to the success of our FSCS Programs. Some of these partnerships and continued efforts include:

- **New Destiny Family Success Center** continues as the lead agency partner for Senator Frank Lautenberg and provides school site coordination, wrap-around resources and supports for women, children and seniors in the community in addition to facilitating the **YSC Grant** to provide after school enrichment programming in STEM, Art, Dance, Nutrition, and SEL.
- **St. Paul's Community Development Corporation** continues as the lead agency partner for School 15 and provides school site coordination, programs in food insecurity supplying food distribution programs for all seven PSS Full Service Community Schools in addition to the Paterson community at-large, programs to support homeless and workforce readiness, and facilitates the **Cigna Healthier Kids for Our Future Grant**.
- **Health N Wellness** continues to provide medical and counseling services, maintaining a full staff of licensed clinical social workers, leveraging relationships with local medical

providers and reputable universities, and providing programs such as restorative Community Circles, Teacher Brigade Support Groups, and Wellness Wednesdays.

- ***Paterson Education Foundation*** has been awarded a competitive **\$400,000 5-year 21st Century Community Learning Centers Grant** to provide after school and summer programming for students in grades 3 – 8 at School 15 and the Senator Frank Lautenberg School with a focus on academic intervention, STEAM enrichment, recreation, and restorative practices.
- ***Paterson Alliance*** continues work with all partners involved in the Full Service initiative, providing support and guidance in partnering with community based agencies and nonprofits, along with facilitating projects with The Taub Foundation.

Policy and Legislation

Health N Wellness's Executive Director, Denise Hajjar, has relentlessly pursued a path towards sustainability for Paterson's Full Service Community Schools Health Centers through new policy and legislation. Above and beyond Denise's work with Paterson, she has collaborated with a multi-state coalition and the New Jersey Department of Health to share the importance of school-based medical services for our students and the need for partnership at all levels of government.

- **FY 21 Labor – HHS – Education Appropriation Bill** – \$10 million included in the bill for school-based health centers with support from the School-based Health Clinic Alliance, a multi-state coalition led by Michigan.
- **2019 Reauthorization Act for School-based Health Centers** – worked with NJ Congress Representatives to support the 2019 Reauthorization Act, and it recently passed both houses of Congress.

- **Reimbursement through the NJ Department of Medicaid** – application currently under review by the NJ Department of Medicaid to reimburse our licensed clinical social workers, pediatric doctor, and nurse practitioner.
- **Removal of the PCP Requirement** – The NJ Department of Health and Director of Medicaid agreed and changed NJ policy to allow families to register for pediatric services at Paterson's Full Service Community Schools Health Centers without changing their Primary Care Physician (PCP), removing a major barrier to access of services for families.

Private Foundation Support

- **Cigna Health Foundation** awarded St. Paul's CDC, in partnership with Paterson Public Schools, a **\$85,000 Healthier Kids for Our Future Grant** to address food insecurity for School 15. Plans include building a fully equipped food pantry, food distributions consisting of fresh produce, staples, and poultry, and a family nutrition and cooking program. In addition, Cigna included School 15 in the **Full Cart Summer Food Program** and provided 255 families with a monthly shipment of groceries for three months, along with a one-time distribution of 500 grocery boxes for the extended school community through the Full Service Community Schools Community Center. Cigna also awarded **\$5,000** directly to School 15 for unrestricted use in response to COVID-19. We are currently pursuing additional funding to support our health centers under the Healthier Kids for our Future Grant. Additionally, **Cigna Health Foundation** has invited School 15, along with 5 additional Paterson Public Schools to be part of their Social-Emotional Professionals Development Initiative and have partnered with the nationally recognized programs Yale RULER and Mindful Schools.

- **Kinder Morgan Foundation** is currently reviewing a grant application submitted by Paterson Public Schools for \$20,000 for an after school program at Senator Frank Lautenberg School for students in grades K – 2, designed to work collaboratively with the 21st Century Program.
- **The Taub Foundation** continues to work with our non-profit partners to fund sustainability projects such as technical assistance on collaborative partnerships and other community initiatives.

FSCS Lessons Learned

The ten years of evaluation and experience in Paterson's community schools have taught us valuable lessons about what works and what makes a community school model sustainable. We use these key lessons as recommendations for PPS moving forward:

1. Partnerships that are coordinated and present in the school, with clear MOUs, are invaluable. The most important partnerships are those with organizations that can effect change in the schools' most pressing problems. So, each school is different, and the best partner in one school may be a good, but not vital, partner in another. For example, in Paterson schools, the health partners and the focus on chronic absenteeism brought about the most change. Yet, partnerships for ESL, after school learning, enrichment and directly improving school and community engagement were valuable. Targeting partnerships that can meet the need is vital.
2. Good leadership – Paterson has developed several layers of District support for the FSCS initiative within the Department of Full Service Community Schools and Department of Family and Community Engagement. Community school directors need support from the district. The district and the directors need support from the community partners. And in

turn, the partners need a clear understanding of what is expected of them, and the logistics and coordination to do what they do best. Parents, teachers, and students need to make their needs known and provide feedback on the services in the community school.

3. Data availability – the district, the community partners, and the schools need to track attendance data in programs, provide test scores, and share with each other and with evaluators in order to know where they are making a difference and where more work is needed. Confidentiality of health information means providing information to the health provider by student ID and getting back information that may be made anonymous but shows how many students received eyeglasses, or health care, or mental health care in a way that can be matched to achievement.
4. Expect chaos and catastrophe and be prepared to respond with support: in the past year, we have seen a switch from in person to complete virtual school due to the COVID pandemic. In the past, FSCS school buildings suddenly shut down due to a hurricane and flooding, resulting in the displacement of students and families. In each case, being a community school helped significantly in retaining a sense of identity and in students feeling that there was continuity and care for them.
5. Sustainability - PPS has developed a long range plan for financial sustainability that begins planning for sustainability during the first year of the grant. The essential components of this plan include: building partnerships with community organizations, leveraging internal and external resources, seeking additional State, Federal and private funding, and data collection to share the story of our FSCS successes.

c. Capacity to coordinate and provide pipeline services

Paterson Public Schools (PPS) will continue to provide oversight of the entire FSCS program in Paterson, with a focus on Al Moody Academy and Paterson Public School 16. Paterson will coordinate and provide pipeline services to ten Full Service Community Schools, utilizing a blended stream of grant and local funding. To demonstrate Paterson's commitment to and capacity for the Full Service Initiative, we are currently supporting eight Full Service Community School sites. Five of our current community schools were grant funded and are now sustained by District funding, demonstrating Paterson's commitment and capacity to maintain programming past the grant funding period and continue to provide the much needed services to our students and families. Two of our FSCS schools are in Year 5 of the 2018 FSCS Grant, with plans to sustain key initiatives such as the site coordinator and after school programs in place after this year. Paterson has allocated District funding to support an eighth FSCS school as the result of community forum feedback after the extensive school closure due to the COVID-19 Pandemic.

Paterson's FSCS Department is part of a larger Division of Family and Community Engagement. This partnership between the two departments has led to increased collaboration and coordination of programs and activities designed to meet the needs of our community. PPS has hired a full-time FSCS Director and a full-time Executive Director of Family and Community Engagement who both work with the Superintendent to provide support to schools as they continue the process of converting two new sites of FSCS. As the initiative has grown, the PPS has added the FSCS Associate Project Director to help manage and oversee the initiative. In addition, each school principal will support the conversion to his and her school to a Full Service Community School. 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 FSCS Stakeholders Group consisting of the consortium of partners, principals, FSCS Site Coordinator, and additional stakeholders will meet quarterly.

The below is an action plan of the first three months of grant implementation that details timelines, responsibilities, action steps, and milestones for the proposed project.

FSCS Action Plan: First Three Months (September - November 2022)

Initiative	Action Item	Responsibility	Timeline	Milestone Short Term	Milestone Long Term
Board Approval for Grant Activities	Complete board approval and procurement process for all partnerships	Director FSCS Associate Project Director	Upon receipt of the grant	Approval to start programs	Board support to sustain and expand partnerships
Hire School 16 Site Coordinator	Work with Oasis and School 16 to post job, identify candidates, and interview	Oasis Executive Director Associate Project Director School 16 Principal	September 2022 (post, interview) November 2022 (hire upon receipt of the grant)	Provide a coordinator for the School 16 community to assist students and families with access to programs and services	Critical role in identifying need, developing, facilitating and evaluating programs

Convene Stakeholders Committee	Invite all stakeholders to first meeting Develop shared agenda and focus based on Collaborative Impact Approach	Director FSCS Associate Project Director	September 2022	Identify committee members, provide networking to leverage resources to assist schools	Develop, sustain, and expand new partnerships Collaborate with other school districts and the NJ DOE on FSCS Initiatives
Convene FSCS Community Advisory Groups	Identify potential members Develop shared agenda and focus based on Collaborative Impact Approach	Associate Project Director School Principal Site Coordinator	October 2022	Identify group members, provide immediate ways for input and collaboration	Work together to provide relevant and engaging programming for the students, parents, and community members
Needs Assessment	Hold community forums Survey parents, students, staff, and community Analyze various data points	Associate Project Director School Principal Site Coordinator Grant Evaluators	September – November 2022	Identify specific needs, infuse student voice and choice into programs, schedule parent activities based on availability	Create strong relationships between the school, parents, and community Provide relevant and impactful services

After School Program	Hire staff Student registration Academic enrichment development	Associate Project Director School Principal Site Coordinator	October 2022	Start after school programs for targeted student populations at School 16 and ATM, provide academic assistance and exposure to STEAM and college/career readiness	Student increase school day attendance Students increase academic achievement Increase in college and career readiness
Health Center	Clinic set-up Hire staff Advertisement of services Student registration	Associate Project Director School Principal Health Partner	November 2022	Each school will have a medical clinic set up on campus with space for behavioral health, students will begin receiving services from medical professionals and counselors	Increase in student school day attendance Decrease in student suspensions and disciplinary actions

VI. Quality of the Project Evaluation

Paterson is proposing to contract with Metis Associates, Inc., a national consulting firm that delivers highly customized research and evaluation services, to serve as the project's external evaluator (see attached MOU).

Metis holds deep expertise in evaluating community school implementation and related place-based school reform initiatives, partnership-driven community collaboratives, and efforts to address the needs of youth disconnected from educational and social supports. Metis has worked with hundreds of schools and districts on diverse research and evaluation projects related to school and community-based P-12 educational initiatives. In addition, Metis brings intentional and value-driven commitments to conducting inclusive, culturally relevant, participatory research and delivering timely, actionable feedback to clients. Over the past few years, Metis has been conducting a comprehensive evaluation of the United Federation of Teachers' multi-district community school initiative, United Community Schools, and evaluating the USDOE-funded 2019-2024 FSCS grant. Metis is also the external evaluator for the FSCS project for the Vancouver Public Schools in Washington State. Metis also has provided research and evaluation services to Paterson for its 21st Century Community Learning Center programming, in addition to evaluating many other New Jersey-based projects, including Camden Promise Neighborhoods (CPN), Newark Community Schools, and Jersey City Public Schools' 21st Century Community Learning Center.

Donna Wilkens, a Managing Senior Associate at Metis, will direct the Paterson FSCS evaluation. Ms. Wilkens brings decades of experience managing evaluation projects focused on

education and social services offerings. She also evaluates two FSCS projects for the United Federation of Teachers in New York City and the Vancouver Public Schools in Washington State.

a. Evaluation Methods: The extent to which the evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Metis's evaluation of the Paterson FSCS evaluation will be highly collaborative, thorough, and responsive to the needs of the multiple stakeholders involved in the initiative, including but not limited to children and youth served along the pipeline, school staff, community partners, families, and community members. Metis will use a systems-lens approach to center evaluation activities within a culturally responsive framework that takes an asset-based approach to achieve equity. A systems-lens process is particularly apt as a means of illuminating the work of community schools, where the complex, multi-tiered relationships between education, health, and youth development providers—among others—warrant an evaluation that takes these points of connection as opportunities to understand better both the challenges and successes such a system engenders. This systems lens will be applied to the tools and methods described below as a means of better understanding the broader context influencing indicators and outcomes.

To the extent possible, data collection will be carried out in a trauma-informed manner with care given to limit the data collection burden on stakeholder groups. Metis will also follow an asset-based approach, drawing on guidance from the Center for Urban Education's (2020) Asset Mapping Tool, which encourages a focus on identifying community resources as a means of closing achievement and opportunity gaps, and Every Hour Counts (2021) Measurement Framework, which presents a thorough approach to collecting and analyzing local, actionable

data while also providing pointed questions to address equity issues aligned with desired outcomes. In addition, throughout the evaluation, Metis will regularly disaggregate findings and conduct subgroup analyses to determine the extent to which services and outcomes are delivered and accrued equitably. Finally, data collection will be conducted in languages and modalities appropriate to those served by the Paterson FSCS initiative (e.g., translating surveys into Spanish—especially for School 16 students and families—and utilizing text messaging, social media channels, and other means of contact).

Methods

The evaluation methods described in the next section are highly feasible based on evaluator and project team capacities and available financial resources. The evaluation methods are appropriate because they align closely with the project goals, objectives, and outcomes and minimize the data collection burden on project participants. The evaluation methods include existing data collection efforts and readily available data sources instead of primary data collection whenever possible.

The evaluation will be thorough in that it will include both formative/process and summative/outcome evaluation methods, consisting of data gathered from various qualitative and quantitative sources. It will triangulate data from these multiple sources to determine the extent to which project objectives and outcomes have been met, as well as to elevate the lived experiences and stories of those impacted by the FSCS approach and the model's four-pillar design. In totality, the Paterson FSCS evaluation will assess the project's implementation and impact on students, adults, family members, community members, school staff, and project partners, as well as broader changes to the nature of collaboration within each participating

school. In addition, and consistent with the systems-level approach taken by Metis, the evaluation will dig deeper into the root causes of outcomes, using quantitative and qualitative measures to assess the process indicators included in this grant cycle, such as maturation of within-school and cross-project collaborative practices, efforts to increase staff retention and support, and the development of school-community partnership norms and practices. In addition, the evaluation will regularly collect and analyze outreach, recruitment, and participation data to respond to the FSCS program measure. Data on the numbers and percentages of students, families, and community members targeted for services will be shared with the FSCS Project Director, the Community School Advisory Committee, and the Paterson leadership team biannually and aggregated over time.

Timeline

Evaluation activities will be sequenced over the five-year grant, with evaluation planning activities front-loaded in Year 1, including identifying baseline measures in early 2023 and co-creating evaluation instruments. During the first project year, the Metis evaluation director will participate in several planning meetings and work closely with Paterson leadership and the Community School Advisory Committee to finalize the evaluation design and identify community assets. Evaluation planning will also include developing data collection tools and consent forms, obtaining Metis Institutional Review Board (IRB) clearance, and establishing data-sharing agreements. Metis's duly constituted IRB is registered with the U.S. Department of Health and Human Services and will assure compliance with federal requirements for the Protection of Human Subjects. In Years 1 through 3, particular emphasis will be given to providing timely feedback relevant to program decision points, with deliberate efforts to instill a culture of data literacy and continuous improvement among initiative staff and leadership. In

Years 2 through 5, an increasing focus will be given to outcome measurement (in addition to annual commitments to measure and report on the 13 FSCS Program Indicators.) During all project years, the evaluation team will remain in close communication with project staff to remain updated on program implementation and to share evaluation progress, challenges, and findings.

b. Performance Feedback and Assessment of Progress: The extent to which the evaluation methods will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

To assess project outcomes, inform project-level continuous improvement, and enhance the strategic coordination of each school's community school plan, Metis will draw on an array of evaluation methods, summarized here:

- Student, family, teacher, and partner surveys
- Student- and school-level data, including academic, social-emotional development, school climate, attendance, kindergarten readiness, attendance, discipline, and other data measures
- Program and administrative data provided by the school-based FSCS Site Coordinators, partner organizations, and Paterson human resources administration
- Comprehensive document review
- Participatory data reviews facilitated by the project evaluator at quarterly Community School Advisory Committee meetings
- Interviews/focus groups with key stakeholders

During the first project year, Metis will develop a set of surveys designed to gather feedback about FSCS implementation and impact from students, families, staff, and partners.

Each survey will include a combination of close- and open-ended questions that will be translated into languages appropriate to each school community and written at appropriate reading levels. All surveys will include sufficient background questions to allow for subsequent disaggregation by subpopulation, including race, ethnicity, gender identification, family and household composition, language preference, economic status, and current uptake of local and municipal social services. Finally, measures assessing adherence to trauma-informed and culturally relevant and equitable school practices will be integrated as appropriate across each survey protocol allowing for a combined annual assessment of school-level progress in these areas upon data analysis. The surveys will also be reviewed with the Community School Advisory Committee to ensure cultural relevance. The surveys will be administered in early 2023 to establish a baseline for each stakeholder group, then shift to annual administration during the spring of each project year.

The Paterson FSCS Family Survey will be administered annually with parents, caregivers, and other adult family members to collect data related to FSCS family engagement and identify the family's strengths and challenges. This survey will also allow project leadership and school-based coordinators to better assess school families' systemic needs and tailor medical, mental health, and other services accordingly. Objectives and outcomes measured will include:

- Learning best practices to care for healthy infants and toddlers (Objective 1.9)
- School climate and safety (Outcome 1.15)
- Engagement with their child's school (Outcome 2.8)
- Satisfaction with access to healthy food and information about nutrition and healthy eating (Outcome 2.9)

- Satisfaction with the availability of high-quality health care and mental health supports and services (Outcome 2.10)
- Feeling safe in their community (Outcome 2.12)

In addition, the Paterson FSCS Family Survey will be critical in addressing the grant's overarching measure by providing data on family perceptions of the FSCS initiative and, by extension, the number and percentage of families effectively targeted for services each year. The Family survey will be administered using multiple strategies to ensure the highest and most representative possible response rates. Further, feedback forms will be administered at parent/caregiver workshops and programs (Outcome 2.11) and analyzed biannually to determine satisfaction with these offerings and provide data to inform improvements.

The Paterson FSCS Student Survey will be designed using age-appropriate language to gather feedback from grades 3-12 students about their perceptions of school safety and climate (Outcome 1.14), their social-emotional learning (SEL) growth, and other issues related to FSCS implementation and outcomes. To reduce the burden on students, this will be a short survey while still contributing an important student perspective on the impacts of the FSCS initiative. The Paterson FSCS Teacher Survey will ask teachers for feedback on how the FSCS initiative impacts their students and their experiences with partners, families, and the pipeline of services. This survey will measure the following outcomes:

- Perceptions of student behaviors, school climate, and safety (Outcome 1.16)
- Student engagement (Outcome 1.19)
- Improved communication, trust, and integration of pipeline services (Outcome 3.8)

The Paterson FSCS Partner Survey will collect input from FSCS partners about understanding the vision and goals of the FSCS model and initiative and communication, trust,

connectedness, integration, data sharing, and coordination among FSCS services and partners. Through this survey, partners will also be asked to indicate their satisfaction with the Paterson FSCS model of pipeline services, their perception of its impact on the community, and information on sustainability planning. The Partner Survey will also provide detailed information on providing services to students, families, and community members. This survey will measure annual evaluation indicators and the following outcomes:

- Knowledge of community school best practices, including programmatic, organizational, and fiscal practices (Outcome 3.6)
- Improved communication, trust, and coordination of pipeline services (Outcome 3.8)

Metis will collect student-level data on an annual basis to address key grant measures. At the onset of the evaluation, the Metis team will work with Paterson schools to develop a data request and secure data-sharing agreements and procedures. Requested student-level datasets (e.g., PARS21, Infinite Campus, NJSLA, District Benchmark Testing for kindergartners, Teaching Strategies Gold®) will include measures of academic proficiency, attendance, and disciplinary infractions to assess the following objectives and outcomes are met each year:

- Increased student participation in OST learning opportunities, including new programming for K-2 (Outcomes 1.4 and 1.8)
- Decrease in student expulsions and suspensions (Outcome 1.13)
- Improved school attendance and decreased chronic absenteeism (Outcomes 1.12 and 1.17)
- Improved graduation rates at ATM (Outcome 1.21)
- Greater proportion of students who are kindergarten ready and meeting ELA and math standards (Outcomes 1.18 and 1.20)

The Metis team will also regularly collect and review school administrative data.

Examples include program enrollment and attendance records, referral forms, teacher attendance, and retention rates, and college and career readiness indicators. The analyses of administrative data will assess the extent to which the following Outcomes are met each year:

- Greater proportion of students enrolling in their school's Health Center (Objective 1.1)
- Greater proportion of ATM students and staff participating in restorative activities and job, college, and career-readiness programming (Objectives 1.2 and 1.7)
- Greater proportion of School 16 students and staff participating in the Cultural Adjustment Program (Objective 1.3)
- Greater proportion of students participating at both schools participating in OST offerings, the Mentorship Program, and recreation programming (Objectives 1.4, 1.5, and 1.6)
- Greater participation from School 16 families and their young learners in cultural adjustment and early childhood programming (Objectives 1.9 and 1.10)
- Kindergarten student participation in the School 16 Kindergarten Bridge Program (Objective 1.11)
- Improved parent/caregiver attendance at parent-teacher conferences, parent/caregiver workshops, family programs, and the Adult Education Program (Objectives 2.1, 2.2, and 2.3)
- Increased use of the Family Center and Family navigator by School 16 families (Objectives 2.4 and 2.5)
- Increased use of CBO services and attendance at CBO information sessions and workshops among Paterson community members (Objectives 2.6 and 2.7)

Metis will also review background documentation and program materials to evaluate the progress project stakeholders, including Paterson district leadership, school staff, community partners, the Community School Advisory Committee, parents/caregivers, and students, are making in building the capacity and sustainability of the Paterson FSCS pipeline. After a comprehensive review in Year 1, new materials will be reviewed as needed. The program documentation review will focus on partnership meeting agendas and minutes, data-driven action plans, training feedback forms, grant award letters, resource sharing agreements, and evidence of continuous improvement efforts and sustainability. Through document review, Metis will address objectives and outcomes under Goal 3, including:

- Regular convening of the Community School Advisory Committee (3.1)
- Ongoing engagement in professional learning communities (Objective 3.2)
- Regular convening of school staff and CBO partner team meetings (Objective 3.3)
- Regular convening of meetings between district leadership, vendors, school administrators, and CBO partners to review fiscal and planning issues (Objective 3.4)
- Matching federal funds with Paterson Public School funds (Objective 3.5)

Finally, Metis will conduct a series of group and individual interviews with key stakeholders (e.g., the Project Director and other members of the program leadership team, the Site Coordinators, key partners, students, and community members) to triangulate emergent findings. Particular attention will be given to elevating the voices of community members and students and understanding the school- and community-level narratives built around the community school approach. The qualitative data collected will provide detailed information regarding program implementation successes, challenges, lessons learned, and recommendations for improvement.

- Teachers report improved student behavior, school climate, and safety (Outcome 1.16)
- Partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices (Outcome 3.6)
- School staff and service delivery partners will increase reports effective communication, greater trust/connectedness, and improved integration and coordination of pipeline services (Outcome 3.8)

Focus groups with other stakeholders (e.g., students, families) will be conducted as needed to complement and triangulate existing data.

Periodic Assessment of Performance/Data Analysis

To ensure the periodic assessment of performance, the Metis evaluation team will follow a mixed-method approach that blends the analysis of quantitative and qualitative data to provide a holistic view of factors that shape student outcomes and the impact of the community school model within this context. Analytical decisions will be informed by the W.K. Kellogg Foundation's (2021) Doing Evaluation in Service of Racial Equity tool kit, which establishes the importance of transparency in data analysis while generating actionable knowledge that can be used not only to assess program success but to further positive outcomes for those in need.

Quantitative data will be analyzed rigorously based on data quality and completeness. Quantitative analyses will include generating frequency distributions and crosstabs, calculating means and standard deviations, and conducting inferential statistical tests (e.g., *t*-tests, chi-squares) where possible.

Similarly, content data from open-ended survey items, interviews, and document reviews will be analyzed to identify common themes illuminating the program's critical findings.

Analyses centered on grant objectives will be paired with grounded-theory analyses designed to identify new directions for research and reveal the program model's strengths and challenges from the perspective of community members, families, students, and staff. The evaluation team will use NVivo software to organize, code, analyze, and summarize qualitative data.

Performance Feedback

Metis will use participatory evaluation methods to facilitate the systems approach described earlier, involve critical stakeholders in interpreting findings, and ensure ongoing use of performance feedback. In Year 1, Metis will meet with the Community School Advisory Committee, a cross-section of stakeholders intentionally selected to represent the multiple, overlapping communities within the Paterson FSCS initiative. This Community School Advisory Committee will review and provide feedback on the initial evaluation plan and subsequent data collection instruments to ensure that all evaluation components are responsive to the voices of those delivering and receiving services through the Paterson community school model. The Metis team will also share select preliminary findings with students, parents, and staff representatives, arranged through the Community School Advisory Committee, to engage in interactive data analysis sessions facilitated by Metis researchers. In addition to ensuring the resonance of the results, these sessions will also build community involvement in self-evaluation practices.

The Metis evaluation team will review evaluation findings regularly with the FSCS Project Director, the Community School Advisory Committee, and appropriate school and project staff to generate actionable results. Metis will facilitate participatory workshops so staff and stakeholders can make data-driven decisions about program improvements/adjustments and overall implementation effectiveness.

Reporting and Dissemination

A Metis evaluation team member will attend the annual U.S. Department of Education's FSCS grantee meeting and work closely with the Project Director to prepare the Annual Performance Report and Ad Hoc Report for the USDOE. In these reports, the evaluator will present descriptive and analytic findings, a narrative explanation of the data, and an interpretation of the findings. Each report will document project successes, explore the challenges encountered and strategies to overcome these challenges, and provide project staff with data-driven recommendations for program improvements.

Evaluation findings will be released annually (if not more frequently) per grant requirements. Metis will work closely with Paterson leadership in Year 1 to identify the best platforms for publicly disseminating evaluation results in pursuit of two goals: 1) to participate in, and encourage, peer learning across FSCS projects nationwide and 2) to provide findings in a transparent and accessible manner to local communities impacted by the Paterson FSCS community school efforts. Mechanisms for dissemination may include posting reports online, providing hardcopy versions at school and community functions, participating in community forums to share findings, and disseminating results to initiative partners.

Evaluation Timeline

Evaluation activities will be sequenced over the five-year grant, with evaluation planning activities front-loaded in Year 1, including identifying baseline measures and co-creating evaluation instruments. During the first project year, the Metis evaluation director will participate in several planning meetings and work closely with Paterson leadership and the

Community School Advisory Committee to finalize the evaluation design. Evaluation planning will also include developing data collection tools and consent forms, obtaining Institutional Review Board (IRB) clearance from the Metis federally approved IRB and establishing data-sharing agreements. In Years 1 through 3, particular emphasis will be given to providing timely feedback relevant to program decision points, with deliberate efforts to instill a culture of continuous improvement among initiative staff and leadership. In Years 2 through 5, an increasing focus will be given to outcome measurement (in addition to annual commitments to measure and report on the FSCS program's thirteen indicators.) During all project years, the evaluation team will remain in close communication with project staff to remain updated on program implementation and to share evaluation progress, challenges, and findings.

c. Valid and Reliable Performance Data: The extent to which the evaluation methods provide valid and reliable performance data on relevant outcomes.

As described below, the Project Director worked closely with the Metis team to develop or select evaluation methods that align with the project outcomes and yield valid and reliable performance measure data.

First, the Metis team will ensure that all project-developed tools and instruments have content validity, face validity, and relevance to the Paterson FSCS initiative and target populations. All data collection instruments (e.g., stakeholder surveys) will be carefully reviewed by a cross-section of project stakeholders from the Community School Advisory Committee, who will serve as project experts to ensure divergent respondent groups will similarly interpret that language. Specifically, they will use an evaluator-developed feedback form to review each question and document the extent to which it measures the target construct and uses vocabulary

appropriate to the respondent groups. The Metis team will collect, analyze, and use data from the expert feedback reviews to make instrument revisions and modifications as needed. In addition, for project-developed surveys, item banks explicitly tied to each measurement goal will be developed using, to the extent possible, items from published instruments proven to be valid and reliable.

In collaboration with the district, the Metis team will implement several strategies to ensure the most reliable instruments are developed for the FSCS project evaluation. These include:

- Use adequate numbers of questions to assess the objective/outcome. While striving to maintain a sensible balance and avoid instruments being too long, all project-developed tools will have sufficient items because it is well documented that reliability increases with tool length. For example, Shrock and Coscarelli suggest a rule of thumb of four to six questions per objective, with more for critical purposes (Shrock, 2007).
- Have consistent data collection environments. We will ensure that the data collection environments are consistent for a reliable survey, interview, and focus group results. For example, all respondents recruited for an individual consultation will have the same time to respond to the protocol questions. All interviews will be conducted the same way (e.g., via Zoom or in-person). Suppose some respondents are being interviewed or surveyed in a hurry in a public and noisy place, and others are interviewed or surveyed at leisure in their office. In that case, we recognize that this could impact instrument reliability.
- Ensure respondents are familiar with the survey interface. If individuals are new to the online survey platform or the question types used, they may not provide accurate

responses due to unfamiliarity. The Metis team will use the district data collection platform most familiar to project respondents to ensure increased reliability.

- Train interviewers well. Metis will use evaluation staff fully trained in qualitative data collection methods to ensure data are collected uniformly and objectively.

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a state-led consortium-developed assessment that accurately reflects student college and career readiness progress. PARCC assessments in English language arts (ELA) and mathematics align with the Common Core State Standards and were administered from 2014-15 through 2018-19. In 2018-19, the PARCC was replaced with the New Jersey Student Learning Assessment (NJSLA), which is identical in content and format, but significantly shorter, with two sections for each subject rather than three. The PARCC/NJSLA are administered to students in grades 3 through 11, with results reported as overall scale scores, claim scores, subclaim scores, and performance levels derived from scale score cut scores. Of the five performance levels in which students can be classified, levels 4 (met expectations) and 5 (exceeded expectations) signify that students met or exceeded grade-level achievement standards (Partnership for Assessment of Readiness for College and Careers and Pearson, 2019).

To establish reliability and validity, data were examined from the spring 2018 computer-based and paper-based spring administrations of the PARCC. High internal consistency was established with the observed total population of Chronbach alphas for scale scores in grades 3 through 11. The results ranged from 0.89 to 0.92 for ELA, 0.88 to 0.93 for grade 3-8 mathematics, and 0.84 to 0.90 for grade 9-11 mathematics (i.e., algebra I, algebra II, geometry). Further, all observed average subgroups (e.g., race/ethnicity) Chronbach alphas were greater or equal to 0.77 for ELA, 0.81 for grade 3-8 mathematics, and 0.59 for grades 9-11 mathematics.

Finally, several metrics and studies are cited to support the content validity of the PARCC assessment.

In assess the kindergarten readiness of preK students at School 16, Paterson will administer Teaching Strategies GOLD® (TSG) assesses child development and learning across four developmental domains (social-emotional, physical, language, cognition), five content domains (literacy, math, science/technology, social studies, the arts), and English language acquisition for use with ELLs. Each of the ten domains contains a set of objectives, which may be further distributed into dimensions. In total, TSG has 38 objectives collectively referred to as the Objectives for Development and Learning (ODL).

TSG yields performance data for each domain as raw scores, widely held expectation scores (i.e., scores that reflect expected developmental trajectory), scaled scores, and national norm scores (Lambert, 2020). The national sample from which reliability and validity estimates were derived was from children assessed with TSG three times (fall, winter, and spring) during the 2018–19 school year ($N=842,336$). From this group, stratified samples of 5,000 were selected for each birth to kindergarten age group (e.g., birth to 1 year, preschool 3, etc.) based on Census data for race/ethnicity subgroup in proportion to the US population. From this sample of 32,063 children, reliability and validity estimates were calculated for several scales, including social-emotional (9 items), physical (5 items), language (8 items), cognitive (10 items), literacy (16 items), and mathematics. Chronbach's observed alphas indicated high internal consistency reliability for each scale, ranging from 0.97 to 0.99. For further details, please refer to the cited technical manual authored by Dr. Lambert. Further, principal component analyses indicated that single constructs likely underlie each scale.

To measure social and emotional growth in students, the Paterson FSCS Student Survey will incorporate items from the Panorama Social-Emotional Learning Survey (SEL), which utilizes more than 22 survey topics to measure student social-emotional skills and competencies. The research-backed item bank was designed considering the three crucial domains related to student outcomes: social relationships, motivation, and self-regulation. The instrument includes items in five areas (grit, growth mindset, self-management, social awareness, and self-efficacy) separated for students in grades 3 through 5 and 6 through 12. Responses to all items are provided on five-point Likert-type ordinal scales with descriptors (e.g., *almost never* to *almost all the time*) based on the items' wording (Panorama Education, 2016). Initial evidence of the reliability and validity of the Panorama SEL Survey was provided by data analyzed from three districts with middle and high schools with Free/Reduced Price Meal percentages ranging from 5% to 81% and non-White student percentages ranging from 7% to 79%. From these data, Chronbach alphas were calculated between 0.78 and 0.68, and confirmatory factor analyses confirmed that single constructs underlie each measure for the three district samples.

All local instruments will be developed to assure their validity and relevance to the FSCS program model and target populations. As described in the previous section, all instruments will be reviewed by a cross-section of stakeholders to ensure divergent respondent groups similarly interpret that language. For surveys, item banks explicitly tied to each measurement goal will be developed using, to the extent possible, known validated instruments. For interviews, all researchers will be trained in interview techniques designed to elicit honest feedback from all participating individuals. And, in addition, by utilizing a mixed-method approach, Metis will be able to regularly examine the consistency of findings across instruments and data collection modalities.

d. Performance Measures and GPRA Measurement

Goal 1: All students will attend each school day fully ready to learn with support from expanded and enriched in-school and out-of-school time (OST) learning opportunities; college- and career- readiness programming; offerings for kindergarteners and their families; and student supports that address the multi-faceted social, emotional, behavioral, physical, and mental health needs of FSCS students.

Performance Measures

Process Objectives

- 1.1** In Year 1, 150 K-12 students from across both schools will enroll in their respective Health Center, increasing 5 percentage points each year, up to capacity. (FSCS Performance Indicator)
- 1.2** In Years 2-5, the proportion of ATM students and staff participating in restorative activities will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.
- 1.3** In Years 2-5, the proportion of School 16 students and staff participating in the Cultural Adjustment Program will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity
- 1.4** In Years 2-5, the proportion of students participating in OST (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (FSCS Performance Indicator)
- 1.5** In Years 2-5, the proportion of students participating in the Mentorship Program at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.
- 1.6** In Years 2-5, the proportion of students participating in recreation programming at both

schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.

1.7 In Years 2-5, the proportion of ATM students participating in job, college, and career-readiness programming will increase by 5 percentage points each program year compared to the Year 1 baseline, up to capacity.

1.8 In Years 2-5, the proportion of School 16 students K-2 students participating in newly offered OST programming will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (FSCS Performance Indicator)

1.9 The School 16 Family Center will provide newly immigrated families with cultural adjustment programming, including best practices to care for healthy young children.

1.10 School 16 will provide early childhood programming for children while their families are participating in Family Center offerings.

1.11 School 16 will provide a three-day Kindergarten Bridge Program for up to 45 incoming students each year to improve kindergarten readiness.

Measurable Performance Outcomes

1.12 Chronic absenteeism will decrease by 10 percentage points from Year 1 to Year 5 at ATM and 5 percentage points at School 16 (FSCS Performance Indicator)

1.13 In Years 2-5, suspension and expulsion rates will decrease 5 percentage points each year, compared to the Year 1 baseline. (FSCS Performance Indicator)

1.14 The proportion of students in grades 3-12 from both schools who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. (FSCS Performance Indicator)

1.15 The proportion of parents/caregivers from both schools who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. (FSCS Performance Indicator)

- 1.16** The proportion of teachers from both schools who report improved student behaviors and positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. (FSCS Performance Indicator)
- 1.17** In Years 2-5, student attendance will improve by 5 percentage points each year, compared with the Year 1 baseline. (FSCS Performance Indicator)
- 1.18** In Years 2-5, the proportion of students from both schools testing at or above grade level on state exams in Year 1 will increase 2 percentage points each year, compared with the Year 1 baseline.
- 1.19** In Years 2-5, the proportion of teachers who report improved student engagement will increase 5 percentage points each program year compared with the Year 1 baseline.
- 1.20** In Years 2-5, the proportion of School 16 PreK kindergarten students who demonstrate school readiness will increase 3 percentage points each year, compared to the Year 1 baseline. (FSCS Program Indicator)
- 1.21** The graduation rate for ATM students will increase 15 percentage points from Year 1 to Year 5. (FSCS Performance Indicator)

Goal 2: Families and members of the targeted communities will improve their lives while creating stronger, safer, and more supportive neighborhoods.

Performance Measures:

Process Objectives

- 2.1** In Years 2-5, parent/caregiver attendance at parent-teacher conferences will increase percentage points each program year compared with the Year 1 baseline. (FSCS Performance Indicator)
- 2.2** In Years 2-5, parent/caregiver attendance at a minimum of 1 parent/caregiver workshop (including curriculum workshops) or family night will increase 5 percentage points each program year compared with the Year 1 baseline, up to capacity. (FSCS Performance

Indicator)

- 2.3** In Years 2-5, attendance in the Adult Education Program for parents/caregivers across both schools will increase 5 percentage points each program year compared with the Year 1 baseline, up to capacity. (FSCS Performance Indicator)
- 2.4** In Years 2-5, use of the Family Center by School 16 families will increase 5 percentage points each year compared with the Year 1 baseline, up to capacity. (FSCS Performance Indicator)
- 2.5** In Years 2-5, use of the Family Navigator by School 16 families will increase 5 percentage points each year compared with the Year 1 baseline, up to capacity. (FSCS Performance Indicator)
- 2.6** In Years 2-5, Paterson community members' use of partner CBO services will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (FSCS Performance Indicator)
- 2.7** In Years 2-5, Paterson community members' attendance at CBO information sessions and workshops will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (FSCS Performance Indicator)

Measurable Performance Outcomes

- 2.8** In Years 2-5, the proportion of parents/caregivers who are actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline. (FSCS Program Indicator)
- 2.9** In Years 2-5, the proportion of FSCS families who report satisfaction with their access to healthy food and information about nutrition and healthy eating will increase by 5 percentage points each year compared with the Year 1 baseline. (FSCS Program Indicator)
- 2.10** In Years 2-5, the proportion of FSCS families that report satisfaction with available health care (dental screenings, vision screenings) or mental health services for themselves or their children will increase by 5 percentage points each year compared with the Year 1

baseline.

2.11 At least 60% of family members participating in workshops (including curriculum workshops) and other programs each year will be satisfied with offerings. (FSCS Program Indicator)

2.12 In Year 5, the proportion of families who feel that their neighborhood is safe will increase 10 percentage points compared to the Year 1 baseline.

Goal 3: Paterson Public Schools will build capacity in building and administering full-service community schools that are accessible, effective, and sustainable beyond federal funding.

Performance Measures:

Process Objectives

3.1 In Years 1-5, Community School Advisory Committee will hold quarterly meetings of initiative-level partners (FSCS Program Indicator) to leverage best practices and

outcomes for continuous quality improvement and regularly assess program quality

through participatory analysis of student-level data and stakeholder feedback. (FSCS

Program Indicator)

3.2 In Years 1-5, at least 10 FSCS school-based educators and leaders will engage in

collaborative leadership and practices by forming a professional learning community

(PLC), including receiving training on effective/proven community school practices.

(FSCS Program Indicator)

3.3 School staff and community partners will convene monthly to work on issue-based

teams, ensuring that identified needs and evaluation findings are being addressed as part of a

continuous quality improvement cycle. (FSCS Program Indicator)

3.4 Quarterly meetings between district leadership, vendors, school administrators, and community partners to review fiscal status and planning issues.

3.5 In Years 1-5, Paterson Public Schools will match federal funds with its own resources, as approved in the annual budget.

Measurable Performance Outcomes

- 3.6** Each year of implementation, partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices. (FSCS Program Indicator)
- 3.7** Each year of implementation, the teacher retention rate at the two schools will exceed the citywide rate, including the number of fully certified teachers, disaggregated by race and ethnicity. (FSCS Performance Indicator)
- 3.8** In Years 2-5, school staff and service delivery partners will increase reports effective communication, greater trust/connectedness, and improved integration and coordination of pipeline services by 5 percentage points each year, compared to the Year 1 baseline.

GPRA – Unduplicated Target Goals

Paterson has established the below GPRA goals to service unduplicated students, families, and community members. The GPRA goal will increase by 5% each year of the grant.

5-Year GPRA Projection

Year	2022-23	2023-24	2024-25	2025-26	2026-27
Students	300	315	341	358	376
Families	250	263	276	290	305
Community	100	105	110	115	120
Total	650	683	727	763	801

Although the FSCS Program will serve all 981 students in some capacity, our target is 300 students for intensive programs such as extended learning opportunities, mentoring programs, medical care, and counseling.

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, families receiving needed support, community support.
- Intermediate Outcomes: Increased social capitals, shared vision and ownership, FSCS sustainability, increased reading proficiency, and scale up the initiative.
- Long-term Outcomes: Increased graduation rates, all children prepared for their appropriate grade-level, and all students equipped for success in school and in life, change in local, state, and Federal policy, and institutionalized partners.