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Paterson & Passaic: Building Bridges to Partnership Across Communities

Project Narrative - Introduction

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 initial Federal Full Service Community Schools (FSCS) Grant funding periods. Our new Superintendent, Dr. Laurie Newell, comes to Paterson with an enhanced understanding of the challenges faced by large urban school districts and is motivated to implement innovative ways to increase the capacity for learning and development via human capital resource management and talent development. Her service in public education includes developing or leading school improvement initiatives designed to improve student achievement, as well as to ensure and provide equitable access and quality education for all students. Dr. Newell is committed to the development and expansion of community schools under the five year strategic plan, *Paterson A Promising Tomorrow*; and is strongly supported by Paterson's community members, families, and schools.

PPS has successfully implemented and maintains the FSCS model in eleven schools, and was previously awarded the Full Service Community Schools Program Grant in 2010, 2015, 2018, and 2022. To this day, Paterson continues to run all ten Full Service Community Schools with full-time site and treatment coordinators who offer academic intervention and enrichment through extended learning opportunities, education programs and workshops for students and parents, and a school-based health center with an emphasis on mental and behavioral health. Paterson, along with strong community partnerships, has sustained our seven schools previously funded by the 2010, 2015, and 2018 grants.

With our 2022 Grant, Paterson added two additional FSCS and in the first reporting cycle for 2022-2023, the new schools have served 1,631 unduplicated residents, inclusive of 1,049 students. Additionally, ESSER funds were used to support one additional FSCS bringing our total to ten FSCS. Our eleventh FSCS, Eastside High School, was added in Spring 2023 as part of the One Square Mile Initiative, which is supported, in part for one year, through Montclair State University and the Geraldine R. Dodge Foundation. 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.

I. Need for Project

The Paterson Public School (PPS) District is a diverse, urban school district with a total student enrollment of over 25,000. Students attending our schools speak over 60 different languages and represent 52 ethnic groups. The district's population mirrors the demographic trend of foreign and urban communities in New Jersey. Despite its illustrious past as a center of commerce and industry, Paterson has fallen into a major decline and has become a largely distressed urban center. (Source: US Census, 2000). Paterson's median family income is 48% less than the national average, with more than half of Paterson children (51.9%) living in poverty. The population of Paterson Public Schools includes 61% Hispanic and 32.3% African-American. 30.9% are foreign-born and 65.8% of residents speak a language other than English at home. 23% of residents over 25 did not complete a high school education. Just 12.5% of residents over 25 have a bachelor's degree or higher. There is a 7.4% unemployment rate in contrast to a NJ rate of 3.9%. 20.9% of residents under the age of 65 have health insurance in the City of Paterson.

Unemployment and Crime rates are high, and the areas that surround our schools are plagued with drug activity, prostitution, gangs and violence, creating severe barriers to education and student and family well-being. Growing up in this high-risk environment has severe consequences for students attending Paterson Public Schools. Our targeted schools to implement the Full-Service Community Schools Program, are especially located in a high-risk environment with a crucial need of extensive community services to assist and guide students to a brighter future.

Through our experience and partnerships, Paterson is ready to coordinate, support, and sustain another four community schools through this grant funding opportunity. Additionally, we will partner with Passaic's MLK School No. 6 and Passaic High School to share our knowledge of FSCS with a diverse community similar to our own.

The Passaic Public School system is also a diverse, urban school district with a total student enrollment of about 12,500 students. It is important to consider the demographics of the City of Passaic which clearly illustrate the potential benefits of intentional, engaged, and aligned community systems of student support. Passaic City has a population of 70,689 reported by US Census, 2020. (Source: US Census, 2000): The per-capita income is [REDACTED] as compared with NJ, at [REDACTED], and 27% of residents live in poverty. 40.6% are foreign born, often facing gaps in knowledge that have a clear impact on their children's educational experience. 73.4% of households speak a language other than English in the home. 73.6% of the student population is Hispanic. 32.7% of residents over 25 did not complete a high school education. 20% of the population did not finish 9th grade. Just 19.3% have any form of community college, undergraduate, or graduate degree. 59% of residents over 18 report being in the labor force.

There is a 5.2% unemployment rate in contrast to a NJ rate of 3.9%.26% of residents under the age of 65 have health insurance in the City of Passaic.

Now more than ever, academic success depends on programs that support development of the whole child. Research shows that this depends on a host of supports integrated so that students can achieve and become socially and emotionally healthy, capable, responsible, and equipped to contribute as citizens in our world. This is especially crucial in light of the devastating learning loss experienced by students due to the Covid 19 Pandemic and a resulting catastrophic teacher shortage which continues to deprive students of high quality instruction and learning.

Passaic Public Schools is eager to work with Paterson Public Schools under the Full Service Community Schools Initiative to provide students with the resources they need to succeed both academically and personally. By working together, Passaic Public Schools and Paterson Public Schools can provide a wide range of resources such as healthcare, counseling, and after-school programs to students. This will not only benefit students academically, but also help them develop important life skills and support their overall well-being.

a. Absolute Priority

Absolute Priority #1: Title IA Schoolwide Program Eligibility

Paterson is one of the poorest cities in the state, with 25% of its 157,783 residents living below the federal poverty line. Eighteen percent of poor families live on less than [REDACTED] 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 Hispanic and

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.

Passaic is considered one of the most densely populated cities in America, with nearly 70,000 residents squeezed into its 3.15 square miles. Its demographics closely mirrors those of the City of Paterson with 25.3% of its residents living below the poverty line. 30% of Passaic families with children under eighteen live in poverty compared to NJ state average of 10.2%. Additionally, 41.3% of Passaic residents are foreign-born, and of those 89% have immigrated from Latin America. It's clear that the city of Passaic also requires significant community outreach and improvement in order to assist those in need.

The Paterson District has shown their absolute commitment and qualifications to continue the development of the Full-Service Community Schools (FSCS) initiative. While new to Full Service, Passaic Public Schools shares in the commitment to the Full-Service Community Schools (FSCS) initiative and is eager to bring new support and services to its students and communities. The absolute priority with the 2023 Full Service Community Schools Grant Program opportunity is to serve six schools (four Paterson schools and two Passaic 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, both Paterson and Passaic have identified at-risk youth, chronic absenteeism, recent immigrants and English language learners, social emotional learning and wellbeing, early childhood academic recovery, and college and career readiness as areas 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 four Paterson schools selected for funding with this grant opportunity, due to their existing pipeline services and their capacity to expand new services, are Paterson Public School 10, Joseph A. Taub Middle School (JAT), International High School (IHS), and Eastside High School (EHS). School 10 will be Paterson's seventh Full Service Community (FSC) elementary school, JAT is our second FSC Middle School, and EHS and IHS will bring our FSC high school total to four. The two Passaic schools selected for funding with this grant opportunity are MLK School No. 6 and Passaic High School. These two schools will be Passaic's first official Full Service Community Schools.

With a continued determination to ensure all students are guided in the best way possible, we are confident both districts will be able to create effective Full-Service Community Schools moving forward. The 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. Both districts have identified strong community partnerships that are located within the neighborhood and with agencies that have a history of providing supportive pipeline services to our community members. Paterson School 10, Passaic MLK School No. 6, and Passaic High School have partnered with the Boys & Girls Club. International High School and Joseph A. Taub have both selected a partnership with New Jersey Community Development Group (NJCDC), and Eastside High School will partner with Montclair State University. All six of the schools will also partner with Health N Wellness to provide medical and behavioral health support and programming. The selected partners aim to provide the necessary services and programs for the overall education, health and well-being of struggling families and students.

Absolute Priority #4: Multi-Local Educational Agency Grants

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. Paterson Public schools has 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 Full Service schools across the city. With this knowledge and experience, collaboration between Paterson Public Schools and Passaic Public Schools has begun to help share knowledge, bridge partnerships and leverage resources for both districts.

Both school districts have 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 multi-LEA FSCS 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 a multi-LEA FSCS stakeholders group, with the members of different backgrounds and viewpoints reviewing the progress of each school and providing resources to address gap areas.

This consortium has already begun to lay the groundwork by participating in a needs assessment for each school. A school profile was developed for each site based on multiple data points in an effort to identify the need for services. Both school Districts 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 and administer surveys to hear from the parents, community members, and most importantly students, on what specific services and programs are needed.

U.S. Census Data shows that 25.1% of the population in Paterson and 25.3% in Passaic lives in poverty (compared to 10.2% average in NJ) and both districts aim to take the necessary steps to help the community live a better life. Our initial needs assessment found that both districts need to 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.

Based upon our community schools needs assessment both districts plan to combine school and community services to close the achievement and opportunity gaps for our students and families in the following ways:

- Nurture strong partnerships and identify community assets– both communities have many resources that provide supportive programs and activities for our schools to address barriers to learning and sustain the community schools’ initiative.
- Set high expectations for students and adults– 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 – 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 message that drives the consortium’s passion and future vision for students as they transition into the real world is 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 our Full-Service Community Schools will continue to strive for in both districts.

b. Needs Assessment

ELEMENTARY SCHOOLS

(1) Paterson Public School 10 Needs Assessment

Paterson School 10 is located in the Bunker Hill section of Paterson, New Jersey and houses 518 students in kindergarten to eighth grades in a three-story structure that was built in 1916. The school is predominantly composed of recent immigrants of Hispanic ethnicity (60%), 45% of whom speak Spanish as their home language and 27.2% of students who are English Language Learners themselves. As you will see in the Data At-A-Glance graphs (Source: NJ School Performance Report 2021-22) below, 68.5% of School 10 students are economically disadvantaged, and 2.3% have experienced homelessness in the past year.

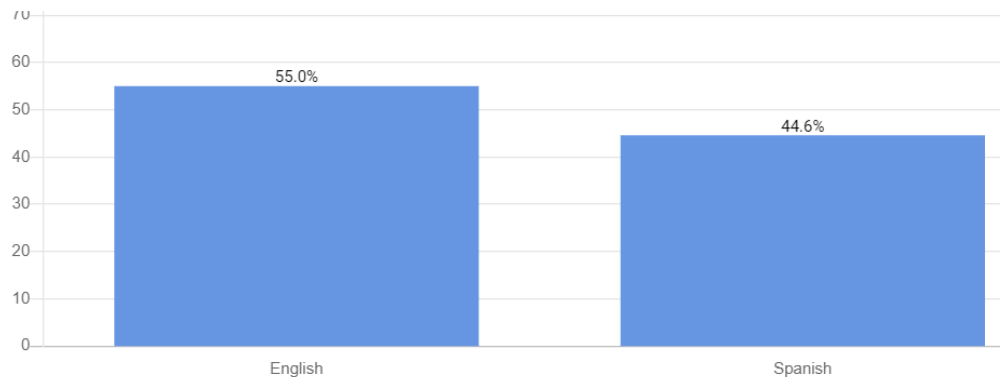
Enrollment Trends:

Student Group	2019-20	2020-21	2021-22
Female	49.50%	51.00%	52.00%
Male	50.50%	49.00%	48.00%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	71.70%	79.10%	68.50%
Students with Disabilities	10.40%	8.90%	9.80%
English Learners	25.30%	24.00%	27.20%
Homeless Students	1.90%	1.10%	2.30%
Students in Foster Care	0.50%	0.20%	0.80%

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	1.20%	1.10%	1.00%
Hispanic	63.50%	60.50%	60.00%
Black or African American	34.90%	37.50%	38.00%
Asian	0.30%	0.40%	0.40%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Two Or More Races	0.00%	0.50%	0.60%

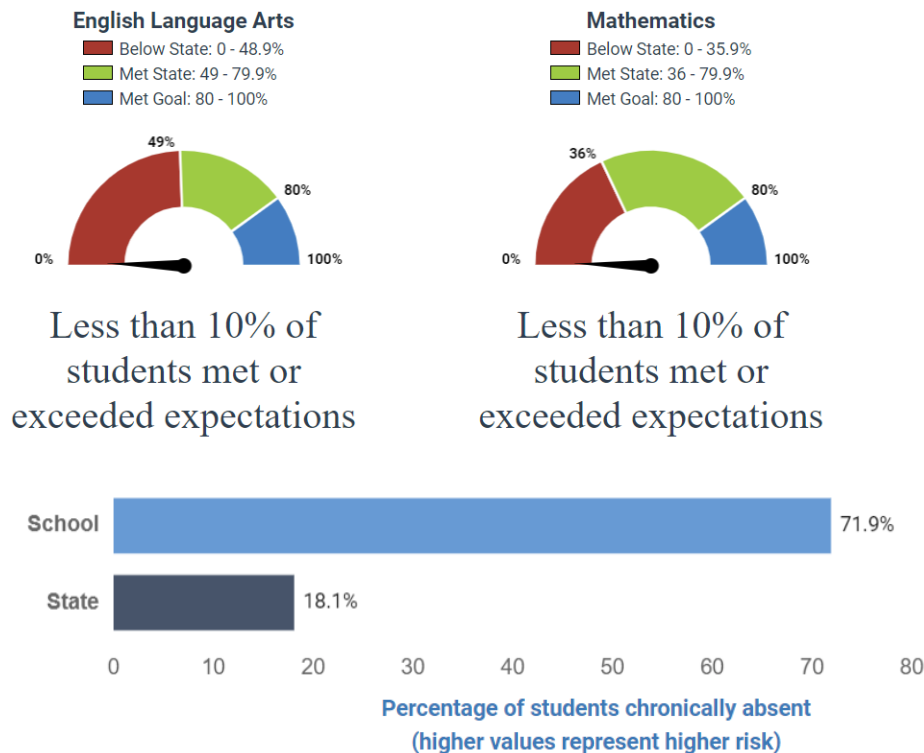
English as a Second Language is a crucial need at School 10, both for students and adults. By providing resources to address this need through the Full Service Community Schools grant, we can ensure that students who are learning English as a second language receive the support and resources they need to succeed academically. Additionally, by offering ESL classes for adults in the community, we can help them develop important language skills that will benefit them both personally and professionally.

Enrollment By Home Language



School 10 placed in the bottom 50% of all schools in New Jersey for overall test scores (math proficiency and reading proficiency) for the 2020-21 school year. Less than 10% of students at School 10 have met or exceeded expectations on state testing in math or English

Language Arts. The student:teacher ratio of 14:1 is higher than the New Jersey state level of 11:1. School 10 students also struggle with attendance and their chronic absenteeism rate is over 70%. Academic intervention and chronic absenteeism support are critical needs at School10. By providing resources to address these issues through the Full Service Community Schools grant, we can ensure that students who are struggling academically receive the support and resources they need to succeed. Additionally, by addressing chronic absenteeism, we can help students stay on track and achieve their full potential.



The NJDOE has identified Targeted Support and Improvement (TSI) school-wide for School 10 based on how student groups within the school perform. While students are showing some growth, the data clearly shows a school-wide need for additional support in chronic

absenteeism and Math and ELA Proficiency across the board. There is also a need to offer specific support to all of the subgroups as indicated in the chart below.

School 10 Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	Chronic Absenteeism
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Not Met
Hispanic	Not Met	Not Met	Met Standard	Not Met	Not Met
Black or African American	Not Met	Not Met	Met Standard	Not Met	Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	Not Met
Students with Disabilities	Not Met	Not Met	Exceeds Standard	Exceeds Standard	Not Met
English Learners	Not Met	Not Met	Met Standard	Met Standard	Not Met

Paterson School 10 has a tremendous need for additional resources and support to help students succeed academically and personally. Resources such as healthcare, counseling, after-school programs, academic support services, and mentoring are vital to help improve the student outlook at school 10.

(2) Passaic MLK School No. 6 Needs Assessment

MLK School No. 6 serves about 1073 students in grades PK-08. The student population includes 91.8% of Hispanic students, 38% of whom are English Language Learners, and 92.4% who are classified as economically disadvantaged. 76.9% of students speak Spanish as their primary language at home.

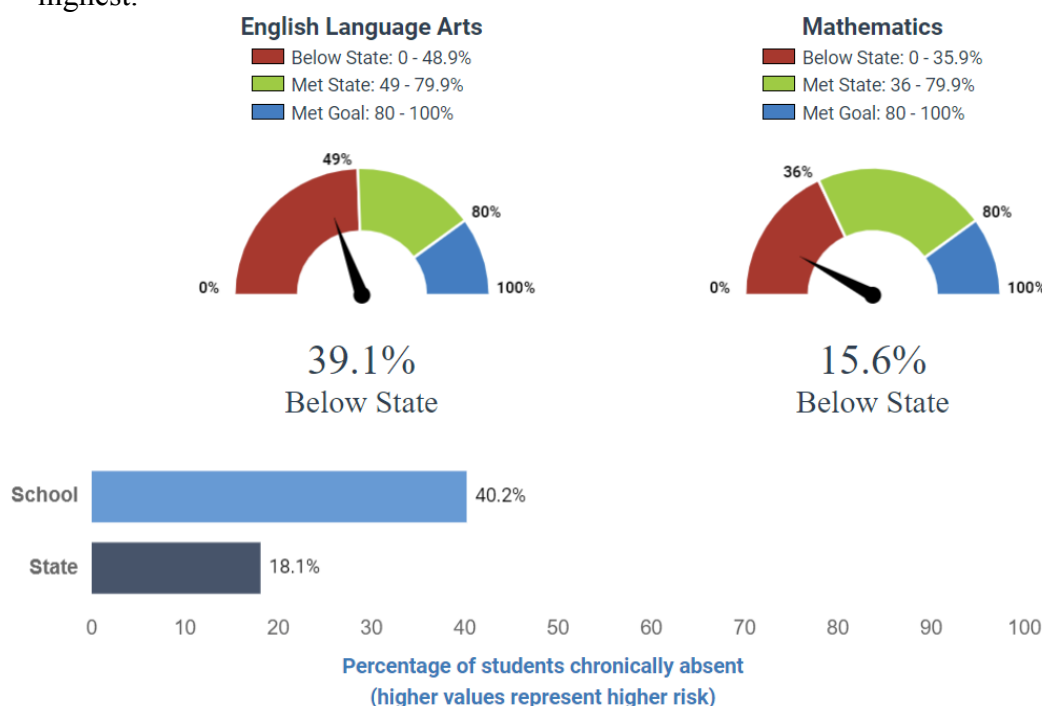
Enrollment Trends:

Student Group	2019-20	2020-21	2021-22
Female	49.00%	50.00%	51.00%
Male	51.00%	50.00%	49.00%
Non-Binary/ Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	100.00%	100.00%	92.40%
Students with Disabilities	19.40%	18.50%	14.50%
English Learners	28.20%	32.80%	38.00%
Homeless Students	0.40%	0.30%	0.60%
Students in Foster Care	0.20%	0.10%	0.20%

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	0.70%	0.50%	1.00%
Hispanic	92.40%	92.40%	91.80%
Black or African American	6.70%	6.90%	6.50%
Asian	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.20%	0.20%	0.20%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Two Or More Races	0.00%	0.00%	0.50%

Teacher resignations, vacancies, and teacher leaves of absences spurred on by the Covid 19 Pandemic have left many classrooms and students at a substantial disadvantage, as substitutes struggle to keep pace with the curricula and to develop constructive relationships with students, to propel student learning. This is a problem nationally, making it a larger challenge to compete for and fill key positions. MLK School No. 6 had 4 teacher vacancies in the 2022-2023 school year. Additionally, there are 3 retirements, 2 new vacancies and an extended leave of absence in Science Grades 7-8 that need to be filled for the new school year.

MLK School No. 6 placed in the bottom 50% of all schools in New Jersey for overall test scores (math proficiency and reading proficiency) for the 2020-21 school year. 15.8% of MLK School No. 6 students have met or exceeded expectations on state testing in English Language Arts and less than 10% of students have met or exceeded expectations in Math. The FSCS design team reviewed all of the school data which show that under 50% of students in all grades are approaching or meeting grade level standards. While the FSCS Initiative will serve all students, the team recommends an intensive focus on Grade 4-8 students, where the need is highest.



MLK School No. 6 has the unfortunate distinction of having one of the highest chronic absenteeism rates in the district. At MLK School 6, 40.2% of students share that chronically absent distinction (State Report card 2021-22). Recent strides have been made districtwide to combat Chronic Absenteeism; however MLK School No. 6 still has a 33% chronic absenteeism rate (District Data 2022-23 school year).

There is cause for concern with the number and types of Harassment, Intimidation and Bullying incidents as well as Suspensions at MLK School No. 6. This is a principal reason the school has sought out Learning for Justice funding for a Restorative Practices Pilot, and the school leaders are very intent on developing the school's restorative practices capacity through the FSCS grant opportunity.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	3	11	14

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	18	2.2%

School Days Missed due to Out-of-School Suspensions

59

The NJDOE has identified Targeted Support and Improvement (TSI) school-wide for MLK 6 based on how student groups within the school perform. While students are showing some growth, the data clearly shows a school-wide need for additional support in chronic absenteeism and Math and ELA Proficiency in most cases. There is also a need to offer specific support to most of the subgroups as indicated in the chart below.

Passaic MLK 6 Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	Chronic Absenteeism
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Not Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	Not Met
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	Not Met
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	Not Met
English Learners	Not Met	Not Met	Met Standard	Met Standard	Not Met

Social and Emotional Learning data from MLK School No. 6 provides a window into developing student supports that can impact student achievement. Several findings of a survey of students are notable. These reflect student perceptions of whether they have the potential to change those factors that are central to their performance in school.

At the Elementary School level (Grades 3-5), students demonstrated the lowest percent favorables in the topics of emotion regulation (51%), and challenging feelings (47%). Compared nationally, students at MLK were in the 0-19th percentile range in demonstrating competency in emotional regulation. Additionally, compared nationally, students at MLK were in the 20th percentile in managing challenging feelings.

At the middle school level, students demonstrated the lowest percent favorables in the topics of self-efficacy about math (31%), emotional regulation (33%) and sense of belonging

(36%). Scores on emotional regulation and sense of belonging ranked below the 10% percentile compared nationally, while self-efficacy about math ranked in the 20% percentile compared nationally (see graphs below).

Martin Luther King Jr. School No. 6 is in great need of additional resources and support to help students excel academically and personally. Resources such as SEL, counseling, after-school programs, academic support services, healthcare and mentoring are vital to help improve the student outlook at MLK school 6.

MIDDLE SCHOOL

(3) Joseph A Taub (Paterson) Needs Assessment

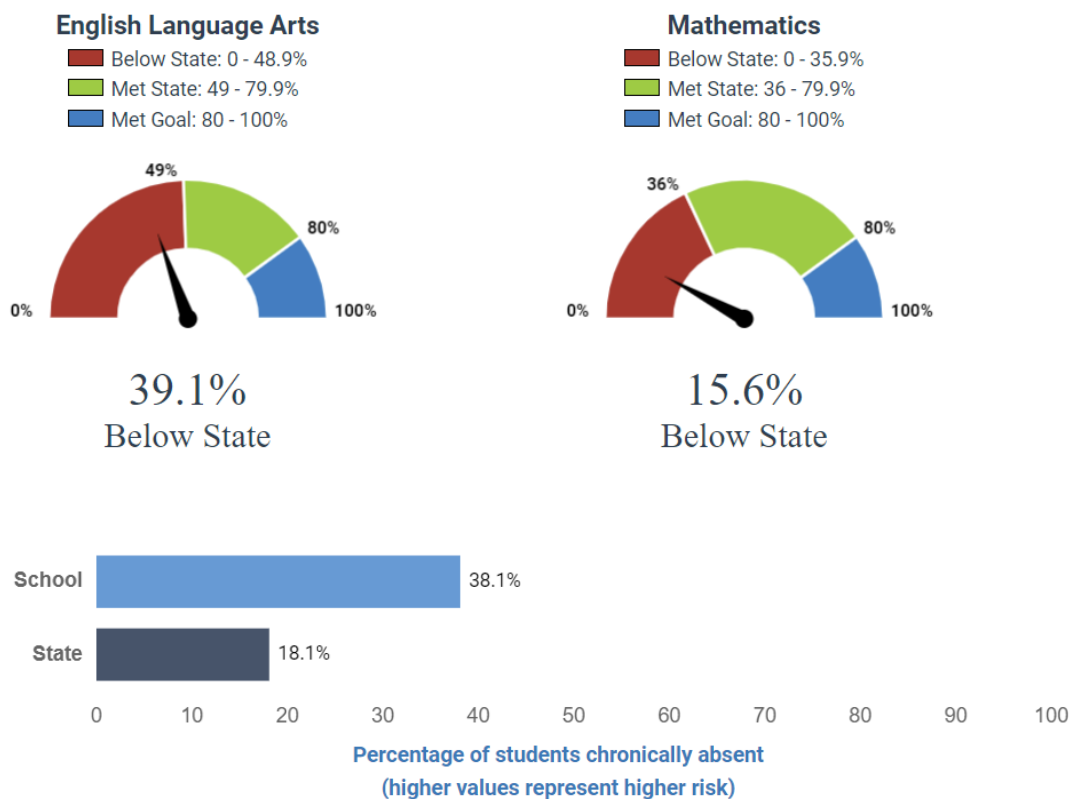
JAT is a middle school setting (grades 6-8) for approximately 785 students. The Joseph A. Taub School building first opened in 2021-2022. The educational complex was planned out with the community in mind. The building has both a Main Entrance, as well as a Community entrance for community members and parents to access during school events and meetings. The demographics of the building are primarily Hispanic (over 50%) and Middle Eastern (about 30%), and there is a growing population of English Language Learners and students with disabilities.

Enrollment Trends:

Student Group	2019-20	2020-21	2021-22
Female	47.50%	50.00%	48.00%
Male	52.50%	50.00%	52.00%
Non-Binary/ Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	77.00%	63.70%	57.30%
Students with Disabilities	11.20%	11.50%	12.90%
English Learners	14.00%	12.00%	13.80%
Homeless Students	0.60%	0.90%	0.60%
Students in Foster Care	0.00%	0.10%	0.10%

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	2.50%	3.30%	3.60%
Hispanic	51.90%	52.70%	53.90%
Black or African American	13.80%	13.50%	14.30%
Asian/Middle Eastern	31.70%	30.40%	28.20%
Native Hawaiian or Pacific Islander	0.10%	0.10%	0.10%

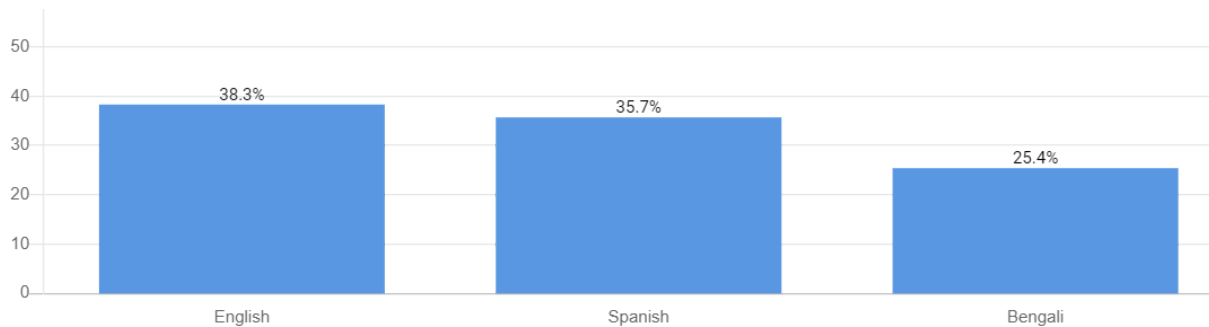
Joseph A. Taub School placed in the bottom 50% of all schools in New Jersey for overall test scores (math proficiency and reading proficiency) for the 2020-21 school year. 39.1% of JAT students have met or exceeded expectations on state testing in English Language Arts and 15.6% of JAT students have met or exceeded expectations in Math. Additionally, the student:teacher ratio of 15:1 is higher than the New Jersey state level of 11:1.



Joseph A. Taub Middle School serves a diverse population of English Language Learners including 35.7% of students whose home language is Spanish and 25.4% whose home language is Bengali. It is essential to provide English Language Learners (ELLs) with support and resources to help them succeed in school. With a high percentage of Spanish and Bengali speakers, it is crucial to offer language assistance and culturally responsive teaching strategies to ensure that ELLs can fully participate in classroom activities and achieve academic success. Effective communication with families in multiple languages is more challenging, but essential

for creating a supportive and inclusive learning environment. It is crucial to provide families with language assistance and culturally responsive communication strategies to ensure that they feel informed and engaged in their child's education. A true need exists to strengthen partnerships with families, so we can work together to support student success and promote positive academic outcomes.

Enrollment by Home Language



The NJDOE has identified Targeted Support and Improvement (TSI) school-wide for the Joseph A. Taub school based on how student groups within schools perform. While students are showing growth in most areas, the data clearly shows a school-wide need for additional support in chronic absenteeism and Math Proficiency across the board. There is also a need to offer specific support to the subgroup Students with Disabilities as indicated in the chart below.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	Chronic Absenteeism
Schoolwide	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Not Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	Not Met
Black or African American	Not Met	Not Met	Met Standard	Met Standard	Not Met
Asian/Middle Eastern	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Not Met
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	Not Met
English Learners	Not Met	Not Met	Met Standard	Met Standard	Not Met

Joseph A. Taub school is in great need of additional resources and support to help students excel academically and personally. Resources such as SEL, counseling, after-school programs, academic support services, healthcare and mentoring are vital to help improve the student outlook at JAT.

HIGH SCHOOLS

(4) International High School (Paterson)

International is a high school in Paterson, serving 683 students in grades 9-12. The student:teacher ratio of 14:1 at IHS is higher than the New Jersey state level of 11:1. Minority enrollment is 96% of the student body (74.4% Hispanic), which is higher than the New Jersey state average of 60% (majority Hispanic). 47.6% of students speak primarily Spanish at home. 67.1% of students are economically disadvantaged and 12.4% of students have a disability.

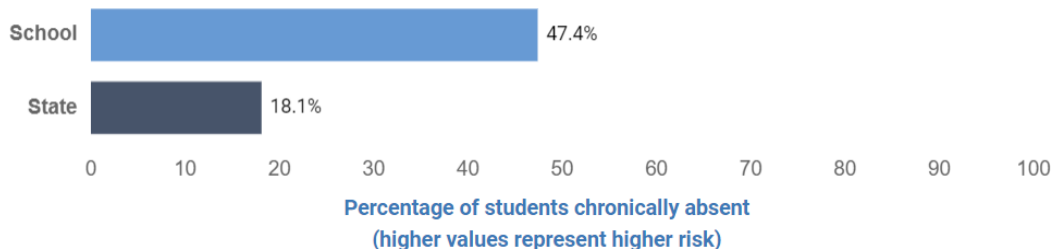
Enrollment Trends:

Student Group	2019-20	2020-21	2021-22
Female	63.50%	66.00%	59.00%
Male	36.50%	34.00%	41.00%
Non-Binary/ Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	64.50%	61.60%	67.10%
Students with Disabilities	11.60%	8.20%	12.40%
English Learners	6.20%	5.90%	8.80%

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	2.10%	3.10%	3.70%
Hispanic	67.90%	69.80%	74.40%
Black or African American	25.30%	22.90%	18.00%
Asian/Middle Eastern	4.70%	4.30%	4.00%

IHS has a 47.4% chronic absenteeism rate. Chronic absenteeism, or missing 10% or more of school days, can have a significant impact on student learning. With such a high chronic absenteeism rate at IHS, many students are missing out on valuable classroom instruction and opportunities to engage with their peers. This can lead to gaps in knowledge and skills, which can be difficult to overcome and may result in lower academic achievement. Additionally,

chronic absenteeism can have negative social and emotional consequences, such as increased stress and disengagement from school. It is important to address chronic absenteeism through targeted interventions and support to ensure that all students have access to high-quality education and can reach their full potential.

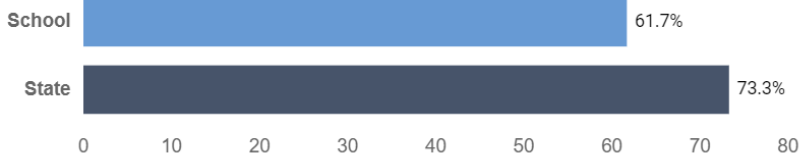


International High School (IHS) consists of both the Accelerated Cohort a Pre-IB Program (grades 9 & 10) and IB Diploma Program (grades 11 & 12). The Accelerated Cohort at International is designed to prepare students for International Baccalaureate, Advanced Placement, and Dual Enrollment courses in Grades 11-12. The IB Diploma Program has six main areas of study: language and literature, foreign language acquisition, individuals and societies, experimental sciences, mathematics and the arts. International has an IB for all model with a goal that all students will take at least one IB course. International High School is the first and only school in Passaic County to offer an IB education. While 70.9% of students are enrolled in AP or IB Courses and 13.8% have dual enrollment courses, only 23.6% of students are taking the AP/IB exams and of those students only 13.2% are scoring well. Additionally, 61.7% of IHS students are enrolling in college after graduation. Graduation rates at IHS are competitive, and higher than the state average, at 96.4%; however, students still struggle significantly with academics.

Are students college and career ready? ⓘ

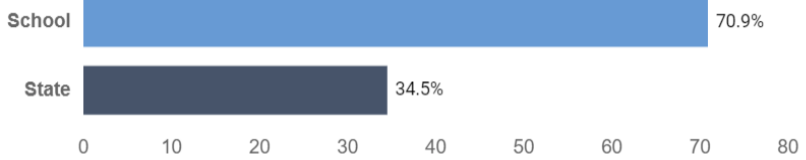
College Enrollment:

Percentage of 2021 graduates enrolled in a college or university by the fall of 2022



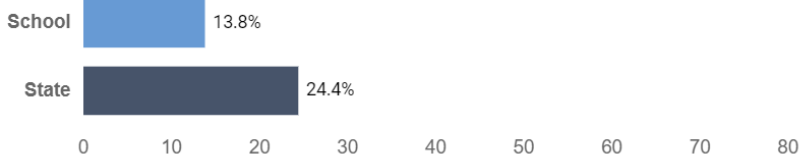
AP/IB Courses:

Percentage of 11th and 12th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate course (IB)



Dual Enrollment:

Percentage of 11th and 12th graders enrolled in one or more dual enrollment course, which is a course that allows high school students to enroll in college courses for credit prior to graduation



Students taking one or more AP or IB exam

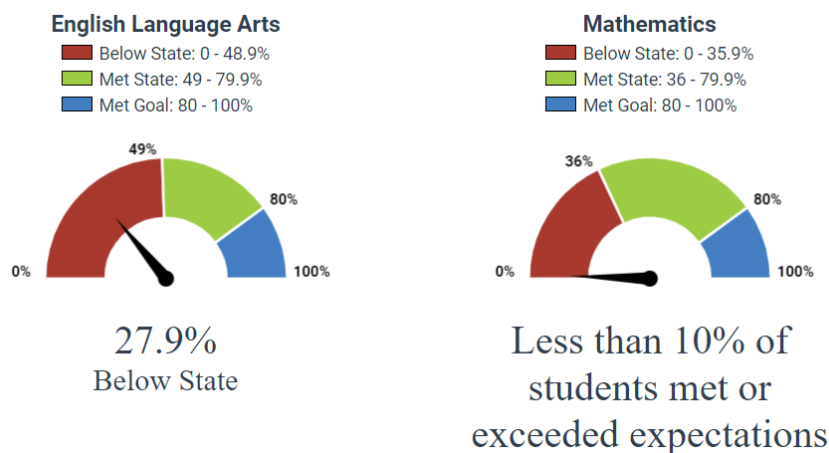


Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate
Graduation Rate	94.2%	96.8%	96.4%
Statewide Graduation Rate	91.0%	90.6%	90.9%

International High School placed in the bottom 50% of all schools in New Jersey for overall test scores (math proficiency is bottom 50%, and reading proficiency is bottom 50%) for the 2020-21 school year. 27.9% of IHS students have met or exceeded expectations on state testing in English Language Arts and less than 10% of IHS students have met or exceeded expectations in Math. The AP® participation rate at International High School is 54%.



In addition to academics, students at IHS struggle with the pressures of high school and outside trauma and would benefit greatly from additional social emotional support. In a recent survey of students 41% reported feeling stressed during the academic school year, and 33% said that there was not enough Social Emotional Support at the school. Research done by the University of South Florida states that IB students are more susceptible to being stressed under the higher-pressure academic environment, which also makes them more susceptible to mental health problems, lower levels of happiness, fewer friendships, and disengagement from school. Stress has a lot to do with the workload being put on the students, making them feel this way, and IHS students are in need of stress management and social emotional support systems.

(5) Eastside High School (Paterson)

Eastside High School in Paterson, NJ has a large and diverse student population (1,902 students) with many students who face unique challenges. With 82.7% of students identifying as Hispanic, 40.3% as English Language Learners (ELL), and 67.9% of students speak Spanish as their primary language at home, it is important to provide language assistance and culturally responsive teaching strategies to ensure that all students can fully participate in classroom activities and achieve academic success. Additionally, with 53.6% of students coming from economically disadvantaged backgrounds and 14.9% identified as having disabilities, it is important to provide targeted interventions and support to ensure that all students have access to high-quality education and can reach their full potential.

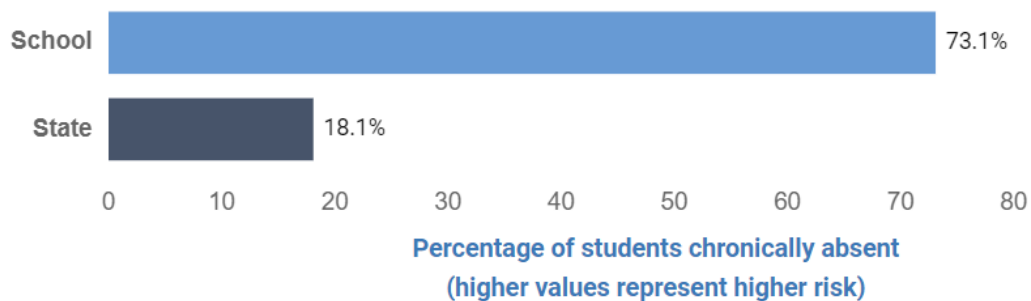
Enrollment:

Student Group	2021-22
Female	48.00%
Male	52.00%
Non-Binary/Undesignated Gender	≤1%
Economically Disadvantaged Students	53.60%
Students with Disabilities	14.90%
English Learners	40.30%
Homeless Students	0.70%
Students in Foster Care	0.30%

Racial And Ethnic Group	2021-22
White	0.30%
Hispanic	82.70%
Black or African American	16.90%
Asian/Middle Eastern	0.10%

Eastside High School's chronic absenteeism rate of 73.1% is significantly higher than the state average. Additionally, with a high suspension rate and 504 days of school missed due to suspensions, this can have negative consequences for student learning and well-being. EHS Students who miss school frequently may experience gaps in knowledge and skills, increased stress, and disengagement from school. To ensure that all students have access to high-quality

education and can reach their full potential, it is important to address chronic absenteeism through targeted interventions and support.



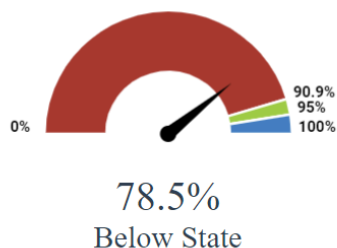
Eastside High School has lower than average graduation rates at 78.5%, which may be due to a variety of factors such as high rates of chronic absenteeism and low performance on state testing. Only 9.7% of students are enrolled in AP/IB classes (compared to the state average of 34.5%) and only 8% of students participate in dual enrollment (compared to 24.4% statewide). Additionally, enrollment in college past graduation is at 73.3%, which may suggest that students are not fully prepared for college-level coursework.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	59	3.10%
Any Suspension	62	3.30%

School Days Missed due to Out-of-School Suspensions
504

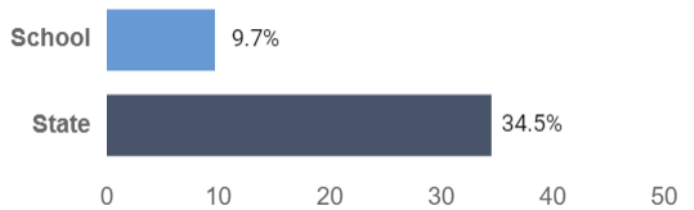
Four-Year Graduation Rate

- Below State: 0 - 90.8%
- Met State: 90.9 - 94.9%
- Met Goal: 95 - 100%

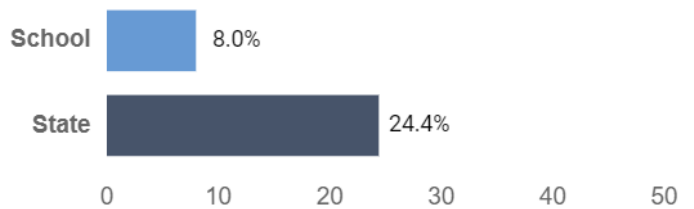


AP/IB Courses:

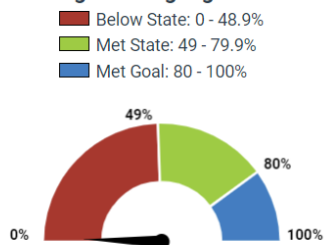
Percentage of 11th and 12th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate course (IB)

**Dual Enrollment:**

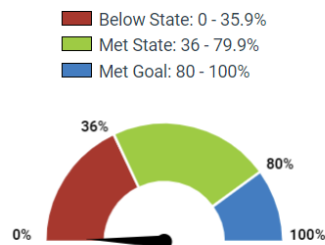
Percentage of 11th and 12th graders enrolled in one or more dual enrollment course, which is a course that allows high school students to enroll in college courses for credit prior to graduation



With less than 10% of students meeting or exceeding expectations on state testing in math or English Language Arts, it is important to prioritize targeted interventions and support to ensure that all students have access to high-quality education and can reach their full potential. By addressing these challenges, Eastside High School can work towards improving graduation rates, college enrollment, and academic achievement for all students.

English Language Arts

Less than 10% of students met or exceeded expectations

Mathematics

Less than 10% of students met or exceeded expectations

The outlook for Eastside High School in Paterson, NJ depends on the school's ability to address its current challenges, such as high rates of chronic absenteeism, low graduation rates, and low performance on state testing. However, by prioritizing targeted interventions and support to ensure that all students have access to high-quality education, Eastside High School has the potential to improve its outcomes and better serve its students. With a commitment to continuous improvement and a focus on providing students with the tools and resources they need to succeed, Eastside High School can work towards a brighter future for its students.

(6) Passaic High School

Passaic High School has a large student population, 2,462 (9-12 grade) students, with a majority of Hispanic students (94.20%). 87.3% of students at PHS speak Spanish as their primary language at home, and most of the students come from economically disadvantaged backgrounds (95.6%). A considerable percentage of students are English Language Learners (23.6%) and students with disabilities (21.2%). The student:teacher ratio is 15:1, and Passaic High School had 34 teacher vacancies in the previous school year. Passaic High School needs resources to support its large number of economically disadvantaged students, English Language Learners, and students with disabilities. The school may also need additional resources to support its teachers and maintain a low student:teacher ratio.

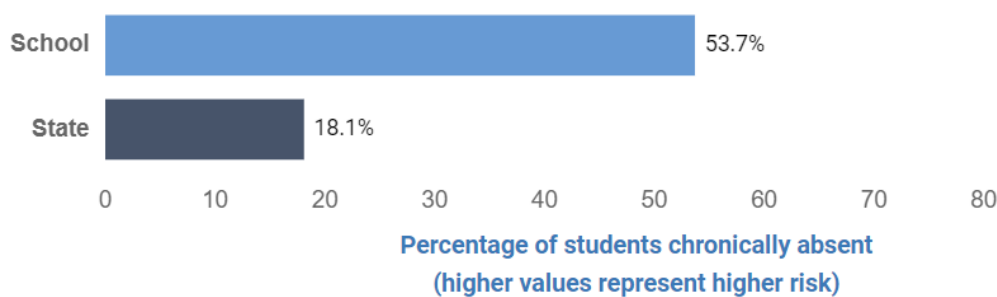
Enrollment trends:

Student Group	2019-20	2020-21	2021-22
Female	44.00%	44.00%	43.00%
Male	56.00%	56.00%	57.00%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	99.90%	99.90%	94.20%
Students with Disabilities	19.80%	19.50%	21.10%
English Learners	20.80%	21.30%	23.60%
Homeless Students	0.70%	0.00%	0.80%
Students in Foster Care	0.20%	0.20%	0.20%
Military-Connected Students	0.00%	0.00%	0.20%

Racial And Ethnic Group	2019-20	2020-21	2021-22
White	0.90%	0.60%	0.30%
Hispanic	94.20%	94.20%	95.60%
Black or African American	3.80%	3.90%	3.20%
Asian/Middle Eastern	1.10%	1.00%	0.60%
Native Hawaiian or Pacific Islander	0.10%	0.10%	0.10%
Two Or More Races	0.00%	0.20%	0.20%

The Chronic Absenteeism rate at Passaic High School is 53.7% (1,314 students).

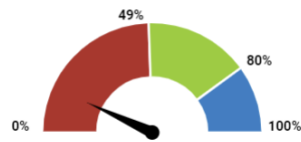
Additionally, suspension rates are high resulting in 2,207 days of missed school. A high rate of chronic absenteeism at Passaic High School suggests that there may be factors present that are preventing students from attending school regularly. These factors could include issues related to transportation, behavior, health, or family situations. The school may need additional resources to address these issues and support students in attending school regularly.



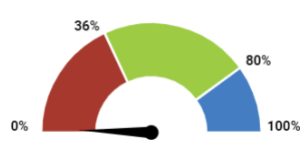
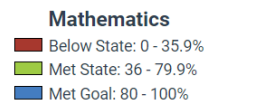
Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	387	15.7%
Any Suspension	389	15.8%

School Days Missed due to Out-of-School Suspensions
2,207

Passaic High School placed in the bottom 50% of all schools in New Jersey for overall test scores (math and reading proficiency) for the 2020-21 school year. At Passaic High School 13.7% of students have met or exceeded expectations on state testing in English Language Arts while less than 10% of students have met or exceeded expectations in Math.



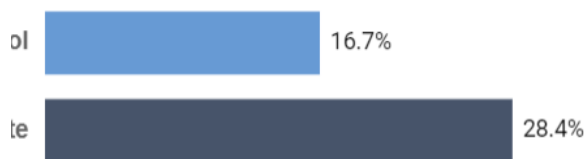
13.7%
Below State



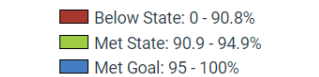
Less than 10% of
students met or
exceeded expectations

Graduation rates at PHS are 59.5%, significantly below state averages. There are 24.3% of students enrolled in AP/IB Courses (lower than the state average) and 34.1% of students in dual enrollment (higher than the state average). Of these students only 16.7% participated in the AP/IB exam. College enrollment past graduation is at 41.9%.

Students taking AP/IB Exams



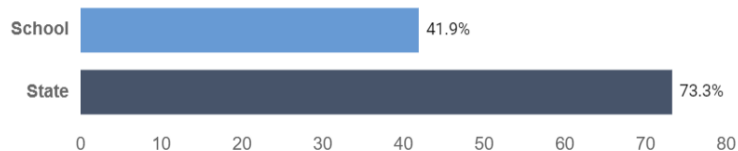
Four-Year Graduation Rate



Are students college and career ready? [i](#)

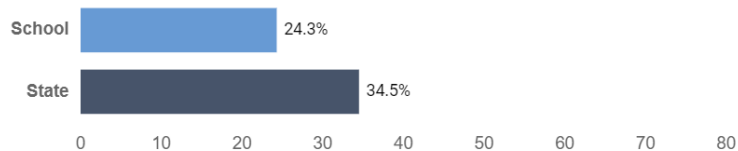
College Enrollment:

Percentage of 2021 graduates enrolled in a college or university by the fall of 2022



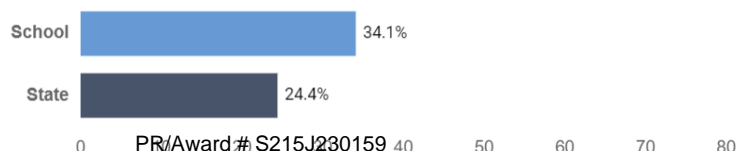
AP/IB Courses:

Percentage of 11th and 12th graders enrolled in one or more Advanced Placement (AP) or International Baccalaureate course (IB)



Dual Enrollment:

Percentage of 11th and 12th graders enrolled in one or more dual enrollment course, which is a course that allows high school students to enroll in college courses for credit prior to graduation



PHS students demonstrated low ranges of social emotional well-being in the Panorama Education Survey provided in December 2021. Students demonstrated the lowest percent favorables in the topics of self-efficacy about math (31%), sense of belonging (34%) and emotional regulation (44%). PHS scores on self-efficacy about math and sense of belonging ranked below the 10% percentile compared nationally, while emotional regulation ranked in the 40% percentile compared nationally.

Passaic High School needs resources to support its large number of economically disadvantaged students, English Language Learners, and students with disabilities. The school may also need additional resources to support its teachers and maintain a low student: teacher ratio. The school needs additional resources to address the issues of chronic absenteeism and high suspension rates. Passaic High School also needs resources to support academic achievement, particularly in math, and to improve graduation rates.

c. Competitive Preference Priorities

Paterson is applying for competitive preference priority *CPPI: Meeting Student Social, Emotional, and Academic Needs* and *CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change*. This application will also address the Invitational Priority of *Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3)*. Due to Paterson's vast network of partnerships and experience in building and sustaining Full Service Community Schools, and our commitment to providing support from Prek to Kindergarten, 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 six proposed FSCS Community Schools in Paterson and Passaic will be to create a community room as a hub for programming and services. The schools are committed to providing a hub that 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.

The schools 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.

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. Paterson School 10 and Passaic School 6 will offer a Kinder Bridge program to introduce incoming students and their parents to teachers and the Full Service Community Schools programs. School 10 and School 6 will also host before care and an afterschool program in collaboration with the 21st Century Community Learning Centers program for its students. While Taub Middle School and the three high schools will focus on College and Career Readiness through their respective after school programs, they will also each provide bridge programs to either incoming or outgoing students to ease the transition to the next educational level. The middle and high schools will also 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. Students will 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. Passaic Public Schools is equally as dedicated to this initiative and has engaged in district-wide restorative practices training.

Paterson has developed a SEL Resource Committee and provides a resource called “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.

As part of the grant proposal, Paterson and Passaic are pledging to continue our work in bringing mindfulness professional development and resources to our staff with coaching and training from Mindful Schools. Nearly 300 teachers and 13 principals from PPS schools have already participated in Mindful Schools training between 2021-2023 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. 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 same support will be available from Passaic Public Schools to their community partners and programs. The after school program will hire certified teaching staff currently positioned at the six proposed schools to further foster and support the relationship between student and educator. Additionally the after school programs will work with school administrators or 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.

Four of the six proposed schools are awardees of the Nita M. Lowry 21st Century Community Learning Centers Grant for after school and summer programming for students in grades 3 - 12. The programs provide a focus in STEAM and College and Career Exploration, which when connected to the regular school day will 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 at School 10 and School

6, 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 and offer full coverage for K - 8 students..

If awarded this grant Paterson and Passaic 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 the six proposed schools 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 the proposed schools. 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 and Passaic'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, Principals of School 10, Joseph A. Taub Middle School, Eastside High School, International High School)
- Passaic Public Schools (Passaic Board of Education, Department of Family Services, Principals of School 6 and Passaic High School)
- Boys and Girls Club of Paterson and Passaic
- New Jersey Community Development Corporation
- New Destiny Family Success Center
- Montclair State University
- William Paterson University

- Health N Wellness
- Mindful Schools
- Metis Associates, Evaluation Partner

Cross-agency coordination will occur at the school, District, and community level. All members of the consortium will be encouraged and invited to participate on the cross-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.

Invitational Priority: Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3).

Both Paterson and Passaic school districts are committed to Increasing and improving early learning educational opportunities for students through early elementary grades instructional alignment and educator and school leader support to promote academic recovery, effective and informed attendance strategies, and capacity building to promote effective family engagement with a focus on the lower grades in schools 10 (Paterson) and 6 (Passaic). Providing additional support for students and families during this time is critical and research shows many factors during the early stages of learning have profound impacts on success in school and career throughout life.

Passaic has strategically selected School 6, home to four PreK 3 and PreK 4 classrooms, as one of their Full Service Community Schools. By providing targeted academic support for students and education and resources for young families, a positive and lasting impact can be

made. Focusing place-based initiatives in the space where PreK families naturally seek resources will result in greater access and participation in programs. Both Passaic School 6 and Paterson School 10 will be offering a Kindergarten Bridge Program available for the incoming Kindergarten students and their families. This program will be an opportunity for students to meet their teachers and begin the process of acclimating to the kindergarten environment by engaging in social and academic activities. Families will also attend an orientation to become familiar with the schedule and expectations of kindergarten. Additionally, both School 6 and School 10, recipients of the 21st Century Grant for after school programs for students in grades 3 - 8, will through this grant proposal offer an accompanying after school program for students in grades K - 2. The purpose of this program is not only to offer additional after school support to families of siblings in the 3 - 8 program, but also a time for additional academic support, enrichment and recreational activities.

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 10, Taub Middle School, Eastside High School and International High School. Passaic Public Schools have also recognized the importance of aligning proposed support with the pipeline services for School 6 and Passaic High School. Together, Paterson and Passaic will continue to support many of the existing pipeline services and seek to expand and add new services with the proposed 2023 FSCS grant opportunity. 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 families and members of the targeted communities with

improved access to essential services while creating stronger, safer, and more supportive neighborhoods, and (3) through its collaborative partnership with Paterson Public Schools, Passaic Public Schools will grow its capacity to develop, administer, and monitor full-service community schools that are accessible, effective, and sustainable beyond federal funding, as Paterson continues to build its own expertise in these areas.

a. Pillar of Full Service Community Schools and Pipeline Services

Paterson and Passaic 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, Paterson, Passaic and their respective schools will strengthen those partnerships and provide much more targeted resources as discovered through the needs assessments. The partnerships and activities with the 2023 FSCS Grant will add 43 programs and resources which 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 the Paterson and Passaic existing pipeline services and proposed new pipeline services.

<i>Pillar #1: Integrated Student Supports</i>		
FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
High quality early childhood programs	Paterson and Passaic provide a full-day standards-based PreK program for 3- and 4-year-old students, one of which is located at Passaic School 6	Supporting newly immigrated families with young children on cultural adjustment through the Paterson School 10 and Passaic School 6 Family Center Early childhood program for children of parents participating in the Family Center

Social, health, nutrition and mental health services/supports	<p>School-based health center at Taub Middle School provides medical and mental health services</p> <p>Paterson Taub Middle School and Passaic High School provide a monthly food pantry distribution for students and families</p> <p>Paterson and Passaic have started Mindful Schools Professional Development</p> <p>Passaic School 6</p>	<p>Establish a school-based health center at Paterson Schools 10, EHS, IHS and Passaic School 6 and PHS to provide medical and mental and behavioral health services</p> <p>Cultural Adjustment Program with WPU for Paterson School 10, Taub, EHS</p> <p>Establish a Food Distribution Program at each school to provide consistent and nutritious food to supplement families in need</p> <p>Expand Mindful Schools Professional Development for teachers and offer advanced course options</p> <p>YES Youth Equity Stewardship</p> <p>SEL Safe Space Development at Passaic School 6 and Passaic HS</p>
Support for a child's transition to elementary, and secondary education to postsecondary education	<p>Paterson's Department of Early Childhood Education kindergarten transition practices</p> <p>Naviance Guidance Program</p> <p>Parent workshops for PreK, 6th, and 9th grade families</p>	<p>Summer Bridge Programs for Kindergarten, 6th Grade, and 9th Grade to prepare incoming students for the new school experience at Paterson School 10 (K), Passaic School 6 (K), Taub Middle School (6), Eastside (9), International (9)</p> <p>Summer Bridge Program for Targeted At-risk 9th Grade students for Passaic High School</p> <p>Office of College and Career at Eastside, International and Passaic High Schools supported in part by the Montclair State University AmeriCorps Program</p> <p>College and Career Readiness activities at Taub Middle School</p> <p>Montclair State Admissions and Financial Aid Office Presentations and Bonner College Day</p> <p>College Summer Bridge Program with Montclair State University for Eastside, International, and Passaic High Schools</p>

		<p>including the Dual Enrollment Summer Bridge and The Hispanic Student College Institute</p> <p>Daily Check and Connect program as part of the school day and after school program at Eastside High School</p>
Postsecondary and workforce readiness	<p>Montclair State University Upward Bound Project at Eastside High School</p>	<p>Career Readiness-Infused Programming at Montclair State University</p> <p>Summer Bridge Career Exploration Workshops with Montclair State University for Eastside, International, and Passaic High School</p>
Community-based support for students who have attended the schools in the area served by the pipeline		<p>Partnership with local community agencies to help support student activities and experiences at the identified FSCS sites</p> <p>Provide resources for teen parents to prevent chronic absenteeism and possible drop-out of high school</p>
Juvenile crime prevention and rehabilitation programs	<p>Restorative practices at Paterson's School 10, Taub, Eastside, and International and Passaic's School 6 and Passaic HS</p> <p>Passaic Police School Program</p> <p>Career development and mentoring for students at Passaic HS involved in the juvenile justice system</p>	<p>Student activities and assemblies for crime prevention and anti-bullying</p> <p>Extend Restorative Practices at Passaic High School</p>

Pillar #1: Integrated Student Supports

High quality early childhood programs

Pateron and Passaic have the 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. Student's benefit when families, schools, and

communities invest in the preschool program. Passaic School 6 houses a PreK 3 and PreK 4 Program while Paterson's 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 and Passaic believe 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 6 has multiple classes of 3- and 4-year-olds, and many of the families take advantage of the program.

Paterson and Passaic's preschool program utilizes The Creative Curriculum, a research-based comprehensive curriculum to guide 3- and 4-year-old students. The district 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. The Preschool Program 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. 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 and Passaic will provide supportive programming for families and students as they make the transition from PreK to Kindergarten at School 16. The 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 Paterson School 10, Taub Middle School and Eastside High School 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.

Paterson School 10 and Passaic School 6 will provide an early childhood program 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 the proposed FSCS sites, 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, Paterson School 10, Eastside, International, Passaic School 6 and Passaic High School will establish a school-based health center in partnership with Health N Wellness. Taub Middle School will extend their health center through the grant at the conclusion of the ESSER III funds in June 2024. Each health center will be outfitted with medical equipment, which may be adapted to the specific tools that our traveling doctors and clinicians bring. The 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
2. Trauma Focused CBT
3. Dialectical Behavior Therapy (DBT)
4. Eye Movement Desensitization and Reprocessing (EMDR)
5. Psychodynamic Therapy
6. Mindfulness

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.

In partnership with William Paterson University, School 10 Taub Middle School and Eastside High School 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 - 12, 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 staff with strategies to recently immigrated students in their classrooms.

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. Grant funds will be

used Year 1 to establish the food pantry site and in years 2-5 to maintain and purchase supplies needed to facilitate a food pantry program.

Through the FSCS Grant, Paterson and Passaic will continue the work of incorporating mindful practices into the classrooms and curriculum. Teachers and staff will have the opportunity to participate in the Mindful Schools workshops and professional development sessions to take a deeper dive into the most important topics in mindfulness in education. These experiential and inspirational sessions provide tools and strategies to immediately integrate into contexts with students. Topics include: Mindfulness for Caregivers (targeted for parents); How to Build Trauma-Sensitive Classrooms, Mindfulness and SEL Strategies, Reimagine Self-Care in the Classroom, Communicate for a Change, How to Build Healing-Centered Schools. In later years of the partnership these workshops are designed to be co-facilitated to support capacity building of the core team. Professional development includes:

- **Mindfulness 101** is a 4-week course grounded in the neuroscience of mindfulness and shares simple yet powerful practices and strategies to bring mindfulness into daily life—to manage stress, build resilience, and bring one’s full presence to interactions with students.
- **Mindfulness 201** is a comprehensive 8-week online course training or 2-week virtual summer intensive that guides participants to integrate mindfulness practices and the Mindful Schools K-12 Curriculum to nurture social-emotional well-being and thriving learning spaces. This is a deeper exploration of how to teach *mindfully* while learning more strategies for self-care and wellness, and supporting students and colleagues with mindful communication.

- **YES** is an arts-based program that fosters intergenerational healing and dialog through learning experiences that center student voice, agency, and leadership. YES consultants (Corwin Press) work directly with students across a cohort of school sites, engaging them and their school-based staff advisors in 4 intensive days of learning throughout the year. Staff advisors are supported to guide students to lead peer-to-peer sessions as well as PD sessions for their school's staff that incorporate empathy and mindful communication. This program integration will embed mindfulness training and practices for staff advisors in their direct engagement of students.
- **2-day Summer Leadership Intensive + options for year-round consulting** are tailored to the specific needs and deliverables desired by each school. The Leadership Intensive is a formalized and facilitated consultation in the summer that supports school teams to develop a clear action plan to integrate mindfulness for the upcoming year and creates more direct extended opportunities to practice mindfulness and experience its positive outcomes on well-being, communication, and decision-making. School teams may also opt into instructional coaching or other specific strategic facilitation and initiative planning that is deemed mission-critical for the year.

Passaic is proposing with their local fund contribution to the grant project to build SEL resource rooms for students and staff in School 6 and Passaic High School. These rooms will be outfitted with comfortable seating and a home-like atmosphere with calming elements as a space to de-escalate emotions and provide SEL and mentorship activities.

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.

The proposed middle school and high schools support 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.

To expand the offerings in this pipeline service area, School 6 and School 10 are proposing to implement a Kindergarten Bridge Program for incoming kinder students. 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 each school's environment, they will participate in phonics 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 the Full Service program.

Likewise, Joseph A. Taub, International High School, and Eastside High School will offer a similar Bridge Program. The Middle School Bridge Program will help students as they transition from elementary school and provide them with an insight into middle school. Students will get to tour the building, learn how to use lockers, meet the staff and learn about schoolwide expectations. The Bridge to High School will offer students entering Eastside High School and International High School an opportunity to meet staff, learn about specific programs and classes, and tour the buildings before school starts. Additionally, at Passaic High School a transition to High School program will be offered to identified, at-risk students to provide them with a strong start to high school.

Eastside, International, and Passaic High Schools will open an Office of College and Career Readiness to provide direct services and support for students as they explore careers and make decisions about next steps in their future postsecondary life. The Office of College and Career Readiness will be staffed by Youth Development Specialists and MSU's AmeriCorps staff to provide small group, and 1:1 college and career help. The office will run workshops on college and career readiness, FAFSA completion, college applications, and other needed areas for students and parents.

The Financial and Admissions offices at MSU will provide educational and technical assistance at the high schools. A bilingual admissions counselor will offer financial aid workshops and an Admissions 101 presentation. Students will also be invited to participate in Bonner College Day campus tours and Application Day, where students will get support in applying to MSU and application fee waivers would be provided.

MSU will also offer a College Bridge Program for rising seniors. This program allows students to take college-level courses, in English and Speech and earn transferable credits. The

Summer Bridge Dual Enrollment program will offer 30 rising Seniors an opportunity to earn 3 credits with guaranteed placement in the Senior Summer Bridge Program upon successful completion. Also, the Hispanic Student College Institute will provide a unique and highly interactive opportunity for 30 high school rising juniors and seniors of Hispanic/Latinx descent to strengthen their knowledge on issues related to transitioning to college, future academic success, and applying to college. These projects provide fundamental support for participants to succeed in their current level of education as well as preparing them for their pursuit of higher education. Emphasis is made on the whole adolescent by offering additional support via mentoring, financial literacy, college admissions support and personal development.

The FSCS programs at Eastside, International, and Passaic High Schools aims 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, the high schools 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.

Activities that support postsecondary and workforce readiness

Montclair State University has proposed to provide many resources to help our students in Paterson and Passaic explore careers and reach their potential in postsecondary world. Having

a university-assisted community schools model at Eastside High School and extending the partnership to International and Passaic High Schools will benefit many students. MSU has proposed to provide a Career Readiness-Infused Program for all three high schools. The 4-part series will highlight Career Readiness Competencies to equip participants with the skills and knowledge to empower them to make successful transitions into the workforce or higher education after graduation. The series includes workshops on resume writing, job interview skills, job search essentials, and LinkedIn Tips and tricks. MSU has also proposed as part of the Summer Bridge Program to have Career-themed Residencies on campus for students to explore in-depth various career fields through workshops and engaging with real life businesses and organizations that are in the field. Tracks include communications, journalism, Model United Nations, film and television, intelligence systems, and business entrepreneurship.

Parents and community members of the six schools will be able to seek support and guidance in workforce readiness and development by attending adult education or parent workshops. The Family Center at School 10 and School 6 will offer adult education opportunities and are planning for Adult ESL, Technology, and Basic Skills such as literacy. Taub Middle School and the high schools will also offer adult education opportunities. 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

The selected community partners (Boys and Girls Club, New Jersey Community Development Corporation, and New Destiny Family Success Center) have a strong presence in the community and provide existing pipeline services to provide Paterson's students at the

schools in our targeted neighborhood with community-based support. They implement programs for young children to teens and young adults. Parents have a dedicated resource in the community to assess social services, food resources, housing and job training.

The needs assessment indicated a need for support for young teen parents at Eastside and Passaic High Schools. A small amount of funds will be available to purchase emergency baby supplies and will connect young parents with community resources to help support them in their role as both parent and student. Our goal is to keep our young parents in school, where they can graduate and pursue a career or further education of their choice to provide a better financial future and stability for their young family.

Juvenile crime prevention and rehabilitation programs

Paterson and Passaic recognize the importance of restorative practices and the impact it can have on our youth to choose a restorative response to a situation rather than a disciplinarian response. The high schools have restorative practices as a core part of their program. Staff have been trained in professional development sessions with Paterson Education Foundation (PEF). PEF has provided PD of restorative practices to all staff members with follow-up coaching as the program and activities are being implemented. With this change in culture, restorative practices are often now utilized in place of disciplinary actions. The newly hired principal of Passaic High School brings with him an expertise in implementing restorative practices and will provide ongoing professional development to staff. Paterson Eastside and International will continue to provide new teachers with restorative practices training and workshops on best practices.

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	<p>Credit Recovery web-based program available to high school students</p> <p>21st Century Community Learning Center Program for students in grades 3 - 8 at Paterson School 10 and Passaic School 6</p> <p>Academic and enrichment Saturday program for female students at Passaic School 6</p> <p>NJROTC Programs at Eastside and Passaic High Schools</p>	<p>Youth Development Specialists to provide targeted academic assistance, mentorship, and SEL support for students during the school-day</p> <p>Provide an after school program at Paterson School 10 and Passaic School 6 for students in grades K – 2 as a partner program for the 21st Century Program and provide academic intervention and support, academic enrichment, STEAM, and recreation</p> <p>After school program for Taub Middle School, Eastside, and International High School for tutoring, mentorship, career enrichment, and workforce development</p> <p>Relocate Boys and Girls Club Teen Center in Passaic to Passaic High School to provide after school program (no charge to grant)</p> <p>Before school tutoring/homework help and supervision of students to assist families needed an early school start time at Paterson School 10 and Passaic School 6</p> <p>Academic and enrichment Saturday programs for male students at Passaic School 6</p> <p>Student Ambassador Program at Taub Middle School and Eastside, International, and Passaic High Schools to provide leadership opportunities for students and service learning opportunities</p> <p>Provide students with opportunities to participate in student activities including educational field experiences, educational assemblies, activities to support social emotional learning, student celebrations based on accomplishments, service learning activities, college and career readiness</p> <p>Develop a student leadership series for students at the high school level on character building, life skills, financial literacy, and SEL empowerment</p> <p>Cultural Arts and Programming with Montclair State University</p>

Pillar #2: Expanded and Enriched Learning Time and Opportunity

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

Paterson and Passaic have proposed a number of new or expanded high quality school-day and out-of-school strategies to provide students with meaningful academic and enrichment experiences. During the school day, youth development specialists at all schools will be hired to provide targeted academic assistance, mentorship, and SEL support for students. YDS may collaborate with teachers to develop academic plans in a push-in or pull-out model and provide individualized attention and help in areas the students need most. Mentorship and SEL support will also be provided for students in addition to addressing attendance and chronic absenteeism challenges. At the high school level, this is a time for the Check and Connect Program to combat chronic absenteeism and encourage regular daily attendance.

The high schools will also offer the Student Ambassador Program and the Student Leadership Series. The student ambassador program is who come together to provide guidance and direction for school and Full Service Programs. The goal of the program is to prioritize student voice and support student creativity that arises when students are in an environment where they are heard and trusted to make a difference with their peers. The Student Ambassadors are advocates for FSCS programs and are instrumental in gaining student buy-in for activities and programs. They are the foundation of building a trusting relationship with students throughout the entire school. The Student Leadership Series is for students to develop their leadership and life skills as they transition to adulthood. The Student Leadership Series will be offered in a “Lunch and Learn” format which Paterson’s other FSCS high schools have found to be successful in increasing student participation. Lunch and Learn does not require the student to stay after school or miss class, they are able to come on their lunch periods, providing an

alternative lunch environment for students who may need a separate space. Topics during the Student Leadership Series will be on character building and life skills. Students will explore financial literacy and learn about developing good spending and budgeting habits. Students will also explore SEL empowerment and relationship topics, concerns that are prevalent in most teenager's lives.

Paterson School 10 and Passaic School 6 have an existing 21st Century Community Learning Centers Grant. To complement 21st Century School 6 and School 10 are 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. 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.

Taub, Eastside and International High School will also provide an after school program. The structure will be more flexible and designed to fit the needs of a modern high school student. The after school program will offer a mix of academic tutoring, Credit Recovery for high school, enrichment, and college and career readiness with workforce development. Taub will offer a 3-day a week program where students will have the opportunity to participate in STEAM courses utilizing the school's new aquaponics lab. Based on the needs assessment Eastside conducted in the Spring, they are planning to provide after school programs in creative writing, dance, drama, and photography. 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. International High School plans to expand their already rich after school program by offering more enrichment in film, academic decathlon, volleyball, and culinary.

Boys and Girls Club has committed to moving their Passaic-based Teen Center to the Passaic High School building. This eliminates the need to fund Passaic High Schools after school program and builds sustainability from the beginning. Students will be able to participate in all the Teen Center has to offer, from college and career activities to daily tutoring and enrichment.

While many families will be in need of after school care, some also need before school care to assist families who need an earlier drop off time in order to get to work or for an older sibling to walk their younger siblings to school and then get to school on time themselves. Paterson School 10 and Passaic School 6 are proposing a Before School Tutoring/Homework Help program at no additional cost to the grant. Youth development specialists who are present during the school day for academic assistance will work a staggered schedule to arrive earlier than school hours to provide the before school care. Boys and Girls Club, the lead partner for School 6 and 10, are committed to piloting this initiative and expand to other schools as needed.

Passaic School 6 offers the Bella Chanel Mentoring Program on Saturdays, a program designed for female students to engage in quality educational, recreational, cultural and civic

activities. Over the past year, this program has been a great resource for girls in the community to come together and participate in activities that empower and support the young female students on their transition to adulthood. Through the 2023 FSCS Grant, Passaic School 6 will offer a similar program for male students, staffed by trusted school-day male staff members. The boys will have a chance to set goals, assume leadership roles, and increase self-discipline in this environment.

<i>Pillar #3: Active Family and Community Engagement</i>		
FSCS Pipeline Services	Existing Pipeline Services	New or Expanded Pipeline Services
Family and Community Engagement	Parent liaison and monthly PTO meetings	<p>Development of the Family Center at Paterson School 10 and Passaic School 6</p> <p>The New Jersey Public Health Service Corps Family Liaison for Eastside High School to work with the site coordinator to develop programming for parents and families (no charge to grant)</p> <p>Family Navigator/parent liaison to assist parents during Adult Education at Paterson School 10 and Passaic School 6</p> <p>Parent workshops and family activities all schools</p> <p>Curriculum workshops for parents to strengthen their understanding of the academic requirements and how they can support at home at Paterson School 10, Taub Middle School and Passaic School 6</p>

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. To provide support in this area, Paterson's School

School 10 and Passaic's School 6 have the existing pipeline service for parental and community engagement of a parent liaison. The parent liaison is a part-time staff member who is responsible for scheduling PTO (parent teacher organization) meetings and activities. The grant proposes to create a Family Center at each School 10 and School 6 as a hub of services for the families. The Family Center will be open after school and Saturday hours during which other programs are running. The Family Center will be open during these extended hours 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 6 and School 10, 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 10 and School 6 will offer an adult education program consisting of Adult ESL, Technology, and/or Basic Skills. The courses will run in two semesters, one the Fall/Winter and the second in the Spring, with the capacity of 15 students, providing space for a total of 60 adult learners throughout the year. In addition to the Family Centers at Schools 6 and 10, Taub, Eastside, and Passaic High School will also offer an Adult Education Program. As an extra support for parents, childcare will be provided during the classes to eliminate the barrier of lack of access to safe and affordable childcare for parents.

Parents may also be experiencing other hardships and the Family Centers at School 6 and School 10 will be a welcoming place for families to turn to when they need help. School 6 and School 10 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 during hours in which extended learning programs are running and be available for walk-in, on-demand services.

Parents and community members will have other opportunities to be involved with the school and get needed information. One of these ways is parent workshops, which can be provided on a variety of topics such as academic, SEL, health, wellness, financial stability of the family, banking, housing, food insecurity, social services, immigration, and career development. High quality workshops that meet the current needs of parents are also critical to the success of the workshop and key to developing a trusting environment with parents. Parents will also find ways to strengthen their relationship with their child at school through family events. Family events can include celebrations for student achievement and improvement, student recognition and showcases of work, literacy or STEAM events, family fun with cooking and games. These parent workshops and family events will take place not only at the Family Centers at School 10 and School 6, but at the other proposed FSCS sites as well.

In an effort to strengthen the connection between educators and parents, Paterson School 10 and Taub, and Passaic School 6 will provide curriculum workshops for parents as 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. Workshops will be provided by school-day teachers so the parents hear directly from the instructional staff what is expected in the classroom and how they can support their child.

High school is also a critical time for parental involvement. During this age, students are making decisions that will impact their future in education, career and life. Montclair State has

proposed to provide, free of charge to the grant, one of their AmeriCorps Members to focus on expanding and enhancing parental involvement opportunities at the high school level. They would assist with creating and planning programs and activities and engage parents regarding opportunities and expectations of students. The MSU AmeriCorps Member will also act as a liaison with MSU and help to coordinate the College and Career Readiness activities, especially as it relates to connecting parents to resources to help transition their child to adulthood.

<i>Pillar #4: Collaborative Leadership and Practices</i>		
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>Existing attendance and leadership groups at schools</p> <p>Site coordinator at Taub Middle School and Eastside HS (extend with FSCS Grant)</p>	<p>Engage in the Collective Impact Approach with Montclair State University</p> <p>Hire FSCS Site Coordinator for Paterson School 10 and International, Passaic School 6 and Passaic HS</p> <p>Hire Lead FSCS Site Coordinator to provide professional development and coaching for new and veteran site coordinators</p> <p>Convene a Paterson/Passaic 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>Provide Spanish language courses for instructional staff to develop a basic understanding of the language to enhance communication between teachers and recently immigrated and ESL Program students</p> <p>Mindful School Professional Development</p>

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 voices of students and parents are most important and the school district and community partners can respond with support by collaborating together with all to develop relevant and impactful programming. A guiding force for this work will be the Collective Impact Approach supported by Paterson's partnership with Montclair State University. We will use a collective impact approach to ensure shared ownership, accountability, and implementation of the work to advance equity by learning together, aligning, and integrating their actions to achieve systems level change.

Paterson Public Schools together with Passaic 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 the joint communities' 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.

Each of the six Full Service Community Schools proposed in this grant will 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.

Creating a culture of support for the school staff is also critical to student success. Although teaching is a rewarding and exciting career, it has many challenges which have not been made easier by the impact of the COVID-19 learning loss on students. With the increasing number of immigrants entering Paterson and Passaic communities, many new students with little English are entering the schools. Our dedicated staff members are there each day to greet our students and provide them with the best education possible. With this grant, we are proposing two initiatives to provide support for our instructional staff (1) Spanish lessons for teachers and (2) Professional Learning Communities. Teachers will have the opportunity to take Spanish Language Courses to develop a basic understanding of the language. The goal is to enhance communication and build a stronger foundation between teachers and students who have recently immigrated from Spanish-speaking countries. As shown in the needs assessment, our Bilingual populations are growing each year and this is a strategy which can be utilized to help support both the teachers and students.

Paterson's School 10, Taub Middle School, Eastside and International, and Passaic's School 6 and Passaic HS 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. The PLCs will be aligned with the Four Pillars of Community Schools and could be on topics such as Grading for Equity, Mindfulness in the Classroom, Equity and Inclusion, Response to Intervention, Student Mental Health and Anxiety, Student Accountability and Attendance, Growth Mindset, Student Disengagement and Learning Gaps, Reaching Every Student Through Differentiation, and Technology and AI: Impact on Teaching.

b. Evidence-Based Activities, Strategies and Interventions

Paterson and Passaic Public Schools plan to implement a cradle to career approach connecting our Full Service Community Schools (FSCS) with a broad array of services and interventions for students and families focusing on integrating health services within 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 from Pre K - 12.

The cradle to career approach works to connect early-childhood education, postsecondary schooling, and the world of work and focuses on the importance of education throughout a person's lifetime. According to From Cradle to Career: Connecting American Education From Birth Through Adulthood (<https://www.edweek.org/teaching-learning/quality-counts-2017-from-cradle-to-career>), the Chance-For-Success Index evaluates states based upon thirteen indicators that lead to success: family income, parent education, linguistic integration, preschool enrollment, kindergarten enrollment, elementary reading, middle school mathematics, high school graduation, postsecondary participation, adult educational attainment, annual income, and steady employment. At both school districts we face numerous similar challenges in these areas including family financial difficulties, undereducated parents, language barriers, low attendance

rates/chronic absenteeism especially in preschool and Kindergarten, low academic performance in Language Arts and Mathematics, lower than average high school graduation rates, lower participation in postsecondary education, low wages, and high unemployment rates. It is our goal to offset these challenges by offering FSCS programs to meet the needs of our students and their families throughout their entire education process.

Ensure Quality Education from Day 1 – Preschool/Kindergarten Preparation

Social Skills Training - *Social skills training* is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. *Social skills training* can occur in both regular and special education classrooms. According to the What Work Clearinghouse, (Ferentino, S. C., 1991; Guglielmo, H. M., & Tryon, G. S., 2021; LeBlanc, L. A., & Matson, J. L., 1995), *Social skills training* was found to have positive effects on social-emotional development and behavior for children with disabilities in early education settings. Both Districts intend to use Social Skills training for students utilizing Social Emotional Learning resources, mindfulness, and other similar resources.

Make Schools A One-Stop-Shop: Medical & Behavioral Health, Family Supports, Absenteeism & Behavior

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. Both school districts will work 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.

Mental Health Support: School-Based Health Clinics - According to The Institute of Education Sciences (IES) WWC Practice Guide, 'Reducing Behavior Problems in the

Classroom, (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf 2018),’ the recommended practices are as follows:

1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.
2. Modify the classroom learning environment to decrease problem behavior.
3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.
4. Draw on relationships with professional colleagues and students’ families for continued guidance and support.
5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

According to the WWC the level of evidence that supports these recommendations were strong to moderate. Both school districts employ multiple strategies to build relationships and adopt strategies to improve school and classroom climate & culture including using the Positive Behavior Supports in Schools (PBSIS) system for identifying behavior problems and their causes and using strategies to remedy problem behaviors. Strategies include redirection, teaching new skills, rewarding positive behavior, and mentorships.

Support Academic Growth – Afterschool Programs & Summer Enrichment

After-School Programs - According to WWC Report (2019) ‘The Evaluation of Enhanced Academic Instruction in After-School Programs’, it is possible to implement structured instruction in math and reading for second-through fifth-graders in an after-school setting. The provision of four days of training, ongoing on-site technical assistance, and local

program coordinators supported implementation. The program produced a 26 to 30 percent increase in hours of academic instruction for math and 22 to 23 percent increase for reading, over the school year (<https://ies.ed.gov/ncee/pubs/20094077/>). Both school districts offer after school programming to support instruction and provide intervention to students.

Furthermore, a 2021 report on, ‘The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review,’ found that Out-of-school programs had a positive effect on students’ academic motivation; Certified teachers and traditional instruction each had a positive effect on students’ academic outcomes; experiential instruction had a positive effect on social-emotional skill development; Increased learning time had a positive effect on students performing below standards; Increased learning time can be effective in urban, suburban, and mixed locales; Increased learning time programs had a positive effect on the academic achievement of elementary school students (https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf). At both school districts, various after school and summer school programs used to increase learning time and provide valuable experiences to students are used regularly.

Build Scaffolding for Careers & Encourage Higher Education

Dual Enrollment - Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional support available to high school students; this may reduce the need

for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college. According to the What Works Clearinghouse Dual enrollment programs were found to have positive effects on students' degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to large extent of evidence. For the staying in high school, college readiness, and attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence. (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf). Both school districts have existing dual enrollment programs and are working to expand partnerships with more schools and proposed grant programs will provide unique opportunities in the summer for high school students to gain college experiences.

Career Academies and Summer Bridge To College - Career Academies are school-within-school programs operating in high schools. Students in Career Academies take both career-related and academic courses and acquire work experience through partnerships with local employers. According to the What Works Clearinghouse, career academies were found to have potentially positive effects on completing school. (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_careeracademies_092215.pdf). To help graduation rates and improve attendance, the proposed high schools will partner with Montclair State University to offer specific programs of study during the summer in Journalism and Communications, Social Media Applications, Intelligence

Systems, and Business Entrepreneurship. These programs are residential and will provide students with a preview of the college experience.

Summer Bridge programs are designed to ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment. These programs occur in the summer “bridge” period between high school and college. Although the content of summer bridge programs can vary across institutions and by the population served, they typically last 2–4 weeks and involve (a) an in-depth orientation to college life and resources, (b) academic advising, (c) training in skills necessary for college success (e.g., time management and study skills), and/or (d) accelerated academic coursework. According to the What Works Clearinghouse, Summer Bridge programs have potentially positive effects on degree attainment (Murphy, T. E., Gaughan, M., Hume, R., & Moore, S. G. Jr., 2010). Both districts plan to offer bridge programs to high school students in partnership with Montclair State University.

Paterson and Passaic Public Schools will implement a cradle to career approach using the strategies mentioned above to support our students and families at our Full Service Community Schools. The cradle to career comprehensive and collaborative strategy will support children's development from early childhood through adulthood. It involves aligning education, health, and social services to support children's growth and development at every stage of their lives. The goal is to ensure that all children have access to the resources and support they need to succeed in school and beyond. This approach involves working with families, communities, and schools to provide a seamless system of support that addresses children's academic, health, and social-emotional needs.

c. Evaluation Methods to Ensure Successful Achievement of Project Objectives

For each of the FSCS we have established the following common 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: 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.	
Process Objectives 1.1 In Year 1, 150 K-12 students from across two schools will enroll in their respective Health Center, while 300 students from across six schools will be enrolled by Year 5. <i>(FSCS Performance Indicator)</i> 1.2 In Years 2-5, the proportion of students and staff at Taub Middle School, Eastside High School, and School 10 participating in the Cultural Adjustment Program 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 K-12 students participating in extended learning opportunities (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit	Evaluation Methods 1.1 Quarterly analysis of program enrollment records 1.2 Quarterly analysis of program enrollment records 1.3 Quarterly analysis of program enrollment records and PARS21 data.

<p>recovery, etc.) at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. (<i>FSCS Performance Indicator</i>)</p> <p>1.4 In Years 2-5, the proportion of students participating in the Mentorship Program at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.</p> <p>1.5 In Years 2-5, the proportion of students participating in recreation programming at each school 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 job, college, and career-readiness programming across schools will increase by 5 percentage points each program year compared to the Year 1 baseline, up to capacity.</p> <p>1.7 The percentage of students at International High School who take the International Baccalaureate exam will increase 3 percentage points each year starting in Year 2.</p> <p>1.8 Family Centers at Paterson School 10 and Passaic School 6 will provide families with access to family services and adult education, including best practices to care for healthy young children.</p> <p>1.9 Paterson School 10 and Passaic School 6 will provide early childhood programming for children while their families are participating in Family Center offerings.</p> <p>1.10 Paterson School 10 and Passaic School 6 will provide a three-day Kindergarten Bridge Program for up to 45 incoming students each year to improve kindergarten readiness.</p> <p>1.11 Eastside High School and Passaic High School will provide college summer bridge programs.</p> <p>1.12 Chronic absenteeism will decrease by 5 percentage points from Year 1 to Year 5 at each school (<i>FSCS Performance Indicator</i>)</p> <p>1.13 In Years 2-5, suspension and expulsion rates will decrease 5 percentage points each year across all schools,</p>	<p>1.4 Quarterly analysis of program enrollment records.</p> <p>1.5 Quarterly analysis of program enrollment records.</p> <p>1.6 Quarterly analysis of program enrollment records.</p> <p>1.7 Annual review of IB exam attendance</p> <p>1.8 Quarterly analysis of program attendance and annual family survey.</p> <p>1.9 Quarterly analysis of student and family member program enrollment records.</p> <p>1.10 Annual analysis of program enrollment records.</p> <p>1.11 Annual analysis of program enrollment records.</p> <p>1.12 Biannual collection and analysis of student-level attendance data from Infinite Campus database.</p> <p>1.13 Biannual collection and analysis of student-level data from Infinite Campus.</p>
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<p>compared to the Year 1 baseline. <i>(FSCS Performance Indicator)</i></p> <p>1.14 The proportion of students in grades 3-12 from each school 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 teachers who report using their Mindful Schools professional development training in the classroom will increase by 15 percentage points from Year 1 to Year 5.</p> <p>1.16 The proportion of parents/caregivers from each school 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>1.17 The proportion of teachers from each school 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>1.18 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>1.19 In Years 2-5, the proportion of students from all schools testing at or above grade level on state exams will increase 2 percentage points each year, compared with the Year 1 baseline.</p> <p>1.20 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>1.21 In Years 2-5, the proportion of Passaic School 6 PreK students who demonstrate school readiness will increase 8 percentage points from fall to spring each year <i>(FSCS Program Indicator)</i></p> <p>1.22 Graduation rates will improve by 5 percentage points from Year 1 to Year 5; if graduation rate is above the state average (91%), the rate will remain above 91% for the project period. <i>(FSCS Performance Indicator)</i></p>	<p>1.14 Annual spring administration of student survey at all schools.</p> <p>1.15 Annual spring administration of teacher survey.</p> <p>1.16 Annual spring administration of family survey.</p> <p>1.17 Teacher focus groups and annual spring administration of teacher survey at both schools.</p> <p>1.18 Quarterly collection and analysis of student-level attendance data from Infinite Campus.</p> <p>1.19 Annual administration and analysis of the NJ Student Learning Assessment (ELA and math)</p> <p>1.20 Annual spring administration of the teacher survey.</p> <p>1.21 Biannual collection and analysis of Teaching Strategies Gold® PreK data.</p> <p>1.22 Annual collection and analysis of high school student-level data.</p>
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Goal 2: Families and members of the targeted communities will have improved access to essential services while creating stronger, safer, and more supportive neighborhoods.

Process Objectives

- 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. *(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 all 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 Paterson School 10 and Passaic School 6 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, 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)*
- 2.6** 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)*
- 2.7** In Years 2-5, the proportion of FSCS family members who self-report being actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline. *(FSCS Program Indicator)*

Evaluation Methods

- 2.1** Annual collection and analysis of program attendance records.
- 2.2** Quarterly analysis of program attendance records.
- 2.3** Quarterly analysis of program attendance records and program document review (lesson plans).
- 2.4** Quarterly analysis of program attendance records.
- 2.5** Quarterly collection and analysis of CBO attendance records.
- 2.6** Quarterly collection and analysis of CBO attendance records.
- 2.7** Annual administration of the family survey.

<p>2.8 In Years 2-5, the proportion of FSCS family members 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 In Years 2-5, the proportion of FSCS family members 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. <i>(FSCS Program Indicator)</i></p> <p>2.10 At least 60% of FSCS 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 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.</p>	<p>2.8 Annual administration of the family survey.</p> <p>2.9 Annual administration of the family survey.</p> <p>2.10 Quarterly analysis of family workshop and program feedback forms.</p> <p>2.11 Annual administration of the family survey.</p>
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Goal 3: Through its collaborative partnership with Paterson Public Schools, Passaic Public Schools will grow its capacity to develop, administer, and monitor full-service community schools that are accessible, effective, and sustainable beyond federal funding, as Paterson continues to build its own expertise in these areas.

Process Objectives	Evaluation Methods
<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 25 FSCS school-based educators and leaders from across all schools will engage in collaborative leadership and practices by forming a professional learning community (PLC),</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>including receiving training on effective/proven community school practices. <i>(FSCS Program Indicator)</i></p> <p>3.3. At least 35 staff members across both districts will participate in Mindful Schools professional development in Years 1 and 2, with new teachers to be trained as needed in Years 3-5.</p> <p>3.4 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. <i>(FSCS Program Indicator)</i></p> <p>3.5 The FSCS Stakeholder Committee, which includes district leadership, vendors, and school administrators will meet quarterly to review fiscal status, planning issues, and needs and asset assessments. <i>(FSCS Program Indicator)</i></p> <p>3.6 In Years 1-5, Paterson Public Schools and Passaic Public Schools will discuss school funding changes and match federal funds with their own resources, as approved in the annual budget. <i>(FSCS Program Indicator)</i></p> <p>3.7 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>3.8 In Years 1-5, FSCS schools' teacher vacancy rates will decrease by at least three percentage points and the percentage of fully certified teachers (disaggregated by race and ethnicity) will increase by at least two percentage points. <i>(FSCS Performance Indicator)</i></p> <p>3.9 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</p>	<p>3.3 Biannual review of professional development attendance.</p> <p>3.4 Document review (partner meeting agendas, minutes, and sign-in sheets) and meeting observations.</p> <p>3.5 Document review (meeting agendas, minutes, and sign-in sheets)</p> <p>3.6 Review of district fiscal documentation.</p> <p>3.7 Partner focus groups and annual administration and analysis of the partner survey.</p> <p>3.8 Annual analysis of human resources data from the district.</p> <p>3.9 Focus groups and annual spring administration of the teacher survey and partner survey.</p>
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<p>services by 5 percentage points each year, compared to the Year 1 baseline.</p> <p>3.10 By the end of Year 1, FSCS site coordinators at Passaic Public Schools will be trained in and adopt the use of Paterson’s data collection templates to record services provided to students, families, and community members.</p> <p>3.11 By Year 5, Passaic Public Schools will have developed a plan for sustaining site coordinators and pipeline services at their FSCS schools.</p> <p>3.12 In Year 1, Paterson Public Schools will work with the evaluator to develop a student-level data dashboard to help identify individual FSCS student needs, with the potential to expand to include Passaic Public School FSCS students in later project years.</p>	<p>3.10 Document review (training records, completed templates from Passaic site coordinators)</p> <p>3.11 Document review (Passaic Public Schools FSCS sustainability plan)</p> <p>3.12 Review of completed dashboard</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 critical to implementing the Full Service Community Schools initiative under Absolute Priority #4 across two school districts, Paterson and Passaic. Partnership and communication are key to success and Paterson and Passaic will work together to establish frequent opportunities for involving a variety of stakeholders.

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 leaders from both districts, school administrators of the FSCS sites, community partners, grant evaluators, local government officials, and community members.

Responsibilities of the Stakeholders include:

- Engage in community resource mapping
- Develop shared strategies in continuously assessing the need of the community and making recommendations for relevant programming
- 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

Furthermore, Paterson and Passaic will develop the FSCS Community Advisory Group at the school level 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. 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. 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.

IV. Adequacy of Resources

a. Adequacy of Support and Comprehensive Plan

Paterson remains fully committed to implementing the FSCS initiative and is supported as part of the current District strategic plan, A Promising Tomorrow. Paterson's Full Service Community Schools initiative is overseen by the Department of Full Service Community Schools is located within the Division of Academic Support Services and Special Programs and is connected to such departments as Federal Programs, Guidance, Nursing, and Family and Community Engagement. Within the FSCS Department is the Director of Full Service Community Schools, Associate Director, Fiscal Monitor over Special Programs, and the 21st Century Program Manager. Each department member plays a key role in collaborating with stakeholders to develop programming, providing essential supervision and monitoring of funds, data collection and analysis, increasing the capacity of FSCS staff, and expanding the initiative for more of Paterson's schools, students, and communities.

The project director for the proposed 2023 FSCS Grant will be the Director of Full Service Community Schools. With the closing of the 2018 FSCS Grant, the current director will transfer efforts to the 2023 grant while sustaining Paterson's current Full Service sites. The Director of Full Service will enlist the assistance of the Associate Director, specifically in the area of data management, and the Fiscal Monitor over Special Programs for a trifecta approach to managing the 2023 grant. The Paterson team has a history of proven excellence in grant management, fiscal monitoring, and data reporting and will apply knowledge and lessons learned from past grant projects to ensure the success of the 2023 FSCS Grant. Through the 2023 FSC

Grant Proposal, an addition to the management team will be the Lead FSCS Site Coordinator, who will provide management and most importantly professional development and capacity building for the school-based site coordinators.

This experience will be essential to working with Passaic Public Schools to help build the foundation of their community schools initiative through this grant and the partnership detailed with Absolute Priority #4. Paterson will work with Passaic to implement best practices from continuous needs assessment, effective partnerships, responding to student voices, and the involvement of various stakeholders invested in the community schools. Passaic Public Schools will appoint a staff member to oversee the Full Service Program, and Paterson and Passaic will meet regularly to implement the initiative across six schools and two communities. Passaic will be able to call upon Paterson as they experience early implementation roadblocks and have support in working out solutions that benefit both the community and schools. Having common community partners and working with an organization as vested in both communities as the Boys and Girls Club of Paterson and Passaic will ease the challenges that may be present for new partnerships.

Program space and creating a warm and welcoming area for families is important in building relationships and providing an environment in which families are comfortable accessing the services they need at the school. The Paterson Project Director and associated staff will work closely with the site coordinators located at each school and with the school administrators to create this space and develop a welcoming climate and culture that transcends throughout the school. Each school administrator 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

Director of Full-Service Community Schools

The current Paterson Director of district has been in place since 2016 and has successfully administered the 2015, 2018, and 2022 FSCS grants along with expanding Paterson's Full Service initiative from five schools to ten schools. The Director reports to the Assistant Superintendent of Academic Services and will have regular communication with the Superintendent of Schools to discuss successes and challenges of the initiative from programming, staffing, status of performance measures, and sustainability with partnerships and funding. The Director of Full Service 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 Director 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, grant partners, community members and institutions of higher learning, as well as corporate, Federal, State and other sources. Other responsibilities 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 school district and the CBO's to jointly improve the educational outcomes for all of our children.

Responsibilities of the FSCS Director include:

1. Act as the contact person for the FSCS Grant schools, maintain close communication with the schools, and monitor progress.
2. Work collaboratively with administrative and instructional staff to assess operational and program needs.
3. 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.
5. Provide for the introduction of relevant innovative programs, revised methodology and ensure the effective coordination of assessment and reporting activities.
6. Collaborate with various providers to develop appropriate performance objectives and action plans consistent with established goals for the program.
7. Ensure that project activities are implemented as planned within State and Federal guidelines.

FSCS Lead Site Coordinator

The Full Service Community Schools Lead Site Coordinator facilitates professional development, capacity building and common data collection sources among school-based site coordinators. The Lead Site Coordinator will work collaboratively with the school-based coordinator to oversee programs that meet the needs of the school community and address barriers to education. Responsibilities of the Lead Site Coordinator include:

1. Work collaboratively with school-based coordinators to assess operational and program needs.
2. Conduct Monthly check-in meetings and provide professional development for school-based Coordinators
3. Oversee program data input as needed for periodic measurements and evaluation of the success of the district's program requirements and specifications.
4. Provide support and guidance for relevant innovative programs, revised methodology and coordination of programs at the school level.
5. Collaborate with various providers to address coordinator needs consistent with established goals for the program.
6. Meet on a regular basis with administration for the purpose of maintaining ongoing support, coordination and implementation of Full Service projects and activities.
7. Maintain positive, cooperative and mutually supportive relations with the school and district administration, instructional staff, students, parents and representatives of resource agencies within the community.

FSCS Site Coordinator

The proposed six schools (Paterson's School 10, Taub Middle School, Eastside High School, International High School and Passaic's School 6 and Passaic High School) 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 related field and have supervisory, management, or community organizing experience in the Social Services or Education field. Depending on the demographics of each school, Bilingual in Spanish and English may also be an asset to effectively community with and build relationships with students

and families. 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.

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. Plan, develop, publicize and coordinate parent engagement activities, programs, and projects that support student learning, academic achievement and family/community bonds.
5. Coordinate the use of space for student and family support services, and for special events.
6. 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.
7. Support the development of youth leadership, parent engagement and family support throughout all Community School efforts.

The FSCS Coordinator facilitates educational, socio-emotional, recreational, health and wellness programming to benefit the students and families of Paterson and Passaic 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 the school districts; 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.

Time Commitments

The Lead FSCS Site Coordinator will dedicate 100% of their time to building the capacity of the site coordinators through job-embedded coaching, modeling, and professional development. Each Community School Coordinator will spend 100% of their time working on the FSCS initiative at their respective schools in coordinating the services between the school and community agencies. Each school principal has committed to weekly meetings with their Community FSCS Coordinator and monthly meetings with the Community Advisory Committees, and to fully embrace the initiative by advocating for the program and inviting students and parents to participate in the services. The Paterson Public Schools Director will commit 100% of their time to managing the FSCS initiative at all Paterson FSCS sites and support Passaic in managing their two FSCS sites.

c. Sustainability

Paterson has acknowledged that sustainable practices are the most reliable strategy to maintain services after the grant funding period has concluded. Our sustainability plan consists of three components: collaboration, advocating for support, and securing supplemental funds. Paterson will work with Passaic from the onset of the grant to solidify the importance of sustainability for a long duration of services. Our data has shown us that there is a need for ongoing services and support, from our Full Service Community Schools which have existed for over a decade to our newer sites. Our communities experience hardships that are not traditionally eased with time. As the communities are still recovering from the impact of the COVID-19 Pandemic and other challenges such as poverty, inflation, and immigration, the need for the services and programs remain throughout the years. A best practice is to seek partnerships and collaborations to help deepen relationships between educators and community agencies. Paterson and Passaic 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. The school districts will advocate for support from our local School Board and Business Office. When advocating for funding and partnerships, it is important to tell the story of our program and share the impact of the funded services with data demonstrating results in improved attendance and academics. With the 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. With the conclusion of the 2018 FSCS Grant in September 2023, Paterson has secured funding to continue programs for students and parents after the grant expires. 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 the combined Paterson and Passaic Full Service Community Schools initiative. Please see the attached Memorandums of Understanding for details of their commitment and further details previously in the application as it relates to the Four Pillars of Community Schools. 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.

Lead Agencies for each of the proposed FSCS Schools

District	School	Lead Agency
Paterson	School 10	Boys & Girls Club of Paterson and Passaic
	Joseph A. Taub Middle School	New Jersey Community Development Corp.
	Eastside High School	Montclair State University New Destiny Family Success Center
	International High School	New Jersey Community Development Corp.
Passaic	School 6	Boys & Girls Club of Paterson and Passaic
	Passaic High School	Boys & Girls Club of Paterson and Passaic
Both	Medical Services at all Schools	Health N Wellness

Below is a detailed description of the proposed community partners, university partners, and additional service providers.

Community Partners

Health N Wellness - School-based Health Centers (SBHC) - Medical - all 6 schools

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.

The Health N Wellness Behavioral Health clinicians hold 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.

Boys & Girls Club of Paterson and Passaic - Paterson School 10, Passaic School 6 & Passaic High School

The Boys & Girls Club of Paterson and Passaic (BGCPP) is a non-profit organization incorporated in October 1963. The mission of the Boys & Girls Club of Paterson and Passaic is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens. Their professional staff and dedicated community partners deliver a comprehensive array of high quality educational, social, and recreational programs. During a typical school year, the Boys & Girls Club of Paterson and Passaic on average, serves nearly 1,100 kids per day in both Paterson and Passaic through academic, athletic and artistic programming both after school and during summer camp. The Club is grounded in the academic and interpersonal success of our students, ages 5-18. As a leader in youth services and a pillar of the Paterson and Passaic communities for more than 60 years, the Boys & Girls Club of Paterson and Passaic provides a safe space for learning, socialization, recreation and daily healthy meals to 1,100 children daily ages 5-18 at two Clubhouses and 10 school-based sites. As the largest after-school childcare provider in each city, the Club has grown into an agency that understands and addresses the changing needs of students and families within our communities.

BGCPP programs are offered after school and via full-day summer camp, and provide a holistic approach to learning, with a focus on high yielding educational opportunities. Programs include Academic Success, Healthy Habits and recreational, social and artistic programming, Character Building and Leadership. Every day, at 2 Clubhouses and eight satellite locations, every child completes their homework before accessing enrichment programs that range from STEM to Nutrition to Aquatics, creating a broad spectrum of learning opportunities. In addition, each day, a nutritious snack and meal are served to Club Kids to ensure that they receive the “fuel” to keep them striving and thriving. The Boys & Girls Club of Paterson & Passaic has an important role to play in enhancing young people’s academic experience and empowering them to graduate from high school and seek higher education by providing programming in academics, health & wellness, character & leadership, and teen based programming. The Teen Program provides college and workforce readiness and career exploration. Other services include a Community Wellness team and Academic Tutoring that is available to Club members and children of the community to help address inconsistencies of school based learning.

New Jersey Community Development Corporation (NJCDC) - Paterson’s Taub Middle Schools and International High School

NJCDC is a full-service organization working to transform the City of Paterson into a thriving, diverse, and sustainable city for current and future generations. Founded in 1994, NJCDC strives to better the community and those who are in crucial need of assistance to get in the right direction. Focusing on four key areas: *Education and Youth Development* through the establishment of seamless pipeline of educational programs starting before birth with parent education programs, and support for children throughout their individual developmental pathways all the way through high school graduation: *Revitalizing Paterson* through acquiring

neighborhood anchors left in disrepair, rehabilitating these buildings, and repurposing them as community assets—including a preschool and charter school; constructing more than a dozen community parks, playgrounds, and gardens; helping to establish the Great Falls as a National Park; innovative economic development and a focus on public policy: *Community Outreach* to engage local residents and business owners to assist in the planning and implementation of all Great Falls Promise Neighborhood (GFPN) initiatives; and *Affordable/Supportive Housing*, creating 160 units for vulnerable individuals and families who need it most. The establishment of the GFPN has allowed us to bring together public and private resources, community partners, and residents to create the foundation for a new neighborhood.

Most recently in 2022, NJCDC opened the revitalized Lou Costello Memorial Park that is safer and more welcoming to families. NJCDC collaborated with multiple entities to plan, design and refurbish the park; which features Paterson's first playground designed for children with autism and special needs, pavers, landscaping, and new lighting and a stage. In 2023, NJCDC opened the 56-unit Barclay Place apartments, constructed through a partnership between St. Joseph's University Medical Center. The project is a direct response to evidence that affordable, stable housing is a primary determinant in health and wellness. The on-site delivery of case management and support services for the residents is a key element in the overall goal of creating healthier living situations, as well as establishing a broader community presence for the Medical Center. NJCDC has been selected as the lead agency to operate the county-wide NJ4S (New Jersey Statewide Student Support Services) program in Passaic County. The Department of Children and Families recently launched this new initiative designed to provide much-needed prevention and clinical services to students and their families, in order to address the crisis of youth mental health affecting our state and nation. NJ4S staff will be mobile at various

community locations throughout the county to provide programming and services, and include Regional Hub staff, Mental Health Clinicians, Prevention Coordinators and other support staff.

As part of the program at International High School, NJCDC also operates comprehensive Teen Centers in four area high schools to promote healthy lifestyles and provide educational enrichment and support services. Through our AmeriCorps national service program, NJCDC works in several neighborhood schools to provide a range of supportive services to help students and families succeed. With the expansion into John F. Kennedy, it is certain that students and their families will be provided with the help they need to positively change their life.

NJCDC provides inner-city children with comprehensive after-school programs, and programs such as the Paterson Youth Council, Great Falls YouthBuild, and Great Falls Youth Corps throughout the year to cultivate youth leadership and instill a sense of giving back to the community. NJCDC also offers parent education classes for expectant families and parents of babies, toddlers, and preschoolers to help them improve their parenting skills.

New Destiny Family Success Centers - Paterson's Eastside High School

Located in the heart of Paterson's downtown historic district, New Destiny Family Success Center (NDFSC) is part of the revival of new life in the city's renaissance. It serves as "home away from home" for hundreds of families in the community. Directed by a very small staff of support workers and a host of parent and community volunteers from the local community, NDFSC is often one of the few places a parent, family or young adult can come when they don't know where else to turn. New Destiny Family Success Center (NDFSC) was established as a grassroots initiative in 2005, partnering more than 75 community leaders, concerned citizens, and local government agencies interested in strengthening families and

building an accessible network of support. New Destiny Family Success Centers' vision is a community of thriving families, engaged in a network of caring, support, and bountiful resources. Family Success Centers are “one-stop” shops that provide wrap-around resources and support for families before they find themselves in crisis. Family Success Centers offer primary child abuse prevention services to families and bring together concerned community residents, leaders, and community agencies to address the problems that threaten the safety and stability of families and the community. New Destiny is the Full Service partner for Paterson’s School 6, which began with the 2015 FSCS Grant award. They have a proven track record of successfully implementing Full Service programs and have been a key partner in sustaining the programs at School 6 since the end of the FSCS Grant in 2020.

University Partners

Montclair State University - Paterson’s Eastside High School

Montclair State University (MSU) is a public research university located in Montclair, New Jersey, USA. Founded in 1908, the university has grown into one of New Jersey's largest institutions of higher education. Currently situated across three cities (Montclair, NJ; Little Falls, NJ; & Clifton, NJ) and encompassing over 250 acres of land, the campus itself is also one of the most beautiful campuses in the state of New Jersey. Montclair State University is classified as an R2 research intensive university and holds an additional classification from the Carnegie Endowment for Teaching as a Community Engaged Campus. Montclair State University is also accredited by the Middle States Commission on Higher Education (MSCHE), which ensures that the university meets rigorous academic standards and provides high-quality education to its students. Montclair State defines what it means to be a university with a public purpose — one

that not only creates transformational opportunities for students, but also partners with communities to make a difference in the lives of others. The university is committed to providing a robust learning experience, fostering critical thinking, research, and creativity. Students have access to cutting-edge resources, distinguished faculty, and innovative learning methods that prepare them for success in their chosen fields.

More than 50% of Montclair's students identify as underrepresented minorities. It is one of New Jersey's two Hispanic-Serving Institutions, serving more Hispanic students than any other university in the state. *Hispanic Outlook on Education* named Montclair State as one of the nation's Top 100 Colleges and Universities for Hispanics in 2020. Montclair's highly diverse students thrive in the University's supportive, welcoming environment. Their graduation rates outperform state and national benchmarks and predictions with *U.S. News & World Report* ranking Montclair as seventh among national universities in graduation rate performance in 2022. It is consistently recognized as one of the most inclusive and best value universities and ranked No. 21 in the country in social mobility.

With a focus on academic excellence, diversity, and community engagement, Montclair State University offers a wide range of undergraduate and graduate programs. The University has over 300 majors, minors, concentrations, and certificate programs with an enrollment of 21,784 total students (17,290 undergraduate and 4,494 graduate). Montclair State University offers a diverse range of popular majors, each tailored to prepare students for successful careers in their chosen fields and provides a supportive and engaging learning environment that fosters personal and academic growth. Some of the most popular majors include: Business Administration, Psychology, Communication and Media Studies, Biology, Exercise Science, Criminal Justice, English, and Sociology. There are over 1,800 faculty and include winners of a MacArthur

fellowship, Fulbright grants and Emmy awards, and NSF, NEH and NIH grants, among many other distinctions. These highly respected researchers, scholars and creators are dedicated to student success, and they are always innovating to meet the needs of learners and of the state. Faculty and students engage in groundbreaking research, addressing global challenges and advancing knowledge. The university encourages collaborative research opportunities, empowering students to actively participate in projects that shape the future. Montclair State University stands as a beacon of higher education, providing students with an inclusive and nurturing environment that empowers them to become successful, well-rounded individuals. With its commitment to academic excellence, research, and community engagement, Montclair State University continues to shape the future and inspire generations of students to reach their full potential.

Montclair State University has a history of supporting the community schools initiative, and its rich history in teacher education and its commitment to ensuring equity in public education made the University's support of the community school strategy back in 2009 a natural fit. Combined with this history, the University's 25-year commitment to civic learning and democratic practice through its Center for Community Engagement set the stage for the development of New Jersey's first-ever University Assisted Community School project in 2014 in partnership with Orange Public Schools. Montclair's commitment to the community schools initiative demonstrates a broad, comprehensive approach to leveraging the University's academic, artistic co-curricular, administrative, and cultural resources in concert with community- and faith-based organizations to advance the university assisted community schools strategy.

Most recently, Montclair State University is working with Paterson, New Jersey's numerous backbone organizations, nonprofits, and residents to shape a modern vision for the city, built on equitable outcomes in health, education, and economic opportunity. Montclair State University, serving as an anchor institution, is beginning the implementation of One Square Mile (OSM), a place-based, hyper-local collective impact partnership model. Montclair successfully submitted a proposal to The Dodge Foundation to begin the community schools initiative at Eastside High School. The funding has provided for one year of support for a Site Coordinator, the backbone of any Full Service Initiative. The proposed 2023 FSCS grant will extend the site coordination and allow time for more community partnerships to develop.

William Paterson University - Cultural Adjustment Paterson Schools 10, Taub Middle Schools, and Eastside High School

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 10, Taub, and Eastside students 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.

Additional Service Providers

Mindful Schools - all 6 schools

Mindful Schools partners with schools from across the United States to create inclusive school cultures that prioritize the healing power of relationships and well-being. Mindful schools will work with Paterson and Passaic district staff to (1) Develop personal mindfulness practice to support a mindful leader. (2) Develop and refine the vision for how mindfulness can support your school. (3) Create a concrete action plan to integrate mindfulness into school culture and systems. (4) Cultivate skills to bring wider school staff into this work. (5) Deepen the understanding of the Mindful Schools approach to building a schoolwide culture of well-being through mindfulness.

The Mindful Schools approach focuses on the mental health crisis among both teachers and students and aims to create schools where children learn, grow, heal, build community, and practice new ways of being. Mindful schools provides the following supports: Adult Well-Being and Empowerment, Trauma-Sensitive, Culturally-Sustaining Classrooms, Equitable and Thriving School Systems.

In the Mindful Schools program model, school teams collaborate to plan implementation that always begins with support for educators to cultivate a personal mindfulness practice. Mindful Schools guides educators to apply mindfulness in daily activities and identifies pathways for educators to begin to teach the K-12 mindfulness curriculum to students. They offer a mix of core online courses, summer intensives, and professional development sessions, instructional coaching, and consulting support.

Metis Associates - all 6 schools

Metis Associates is a national consulting firm, headquartered in New York City, that delivers highly customized research and evaluation, and data management services. They have over four decades of experience providing data-informed solutions across the social service sector and will be the evaluator for this proposed grant. Metis Associates will provide the following services:

- Align all measurable goals, objectives, and outcomes with quantitative and qualitative data collection methods to assess progress towards achieving performance indicators;
- Obtain and analyze program (student and school-level) and administrative data (provided by the school-based FSCS Site Coordinators, partner organizations, and Paterson administration), including academic, social-emotional development, school climate, attendance, kindergarten readiness, attendance, discipline, and other data measures;
- Develop, distribute and analyze baseline and annual student, family, teacher, and partner surveys;
- Provide yearly reports that include student level data and other data on progress in achieving outcomes. The report will include recommendations for moving the program forward and will provide analysis, as needed, for the Federal Grant Reports (APR and AdHOC Reports);
- Review relevant program documentation;
- Facilitate participatory data reviews at quarterly Community School Advisory Committee meetings;
- Develop protocols and conduct interviews/focus groups with key stakeholders.

b. History of Effectiveness

The Paterson Public School District (PPS) Federal Full Service Community Schools (FSCS) initiative comprises ten 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, Schools 2 and John F. Kennedy High School in 2018, and School 16 and Joseph A. Taub in 2022. With the infusion of COVID-19 American Recovery Act funds into school district, Paterson started the Full Service initiative at Taub Middle School in 2022, bridging the total of Paterson's Full Service Community Schools to ten.

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 School 2, 4, 6, 15 and School 16 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 in 2022-2023, after school program participants at 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. All of our partners are instrumental for the delivery and sustainability of key services in the community schools.

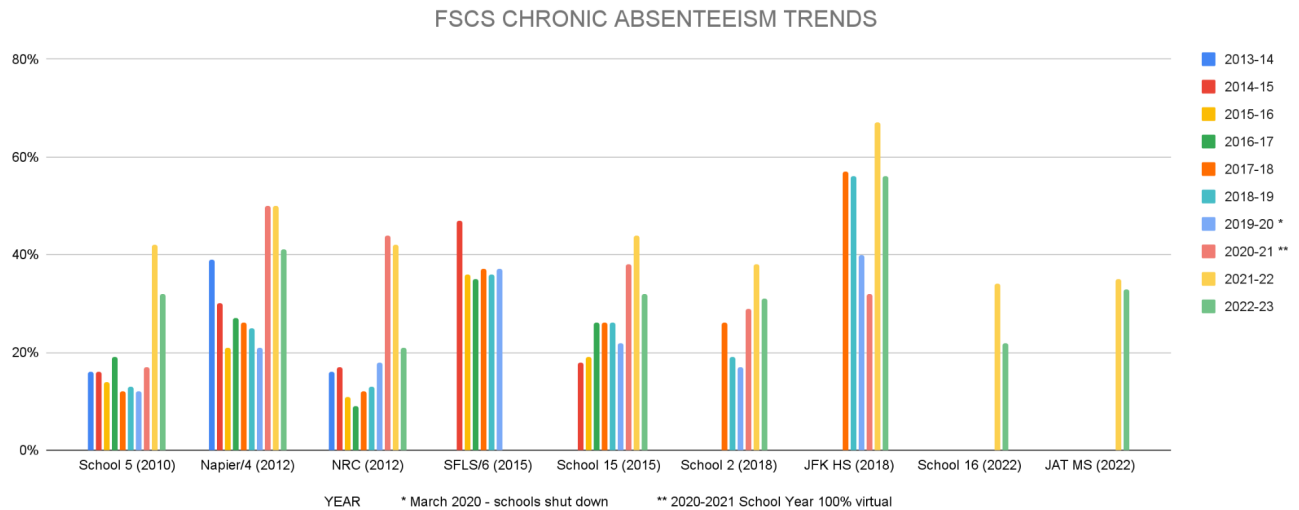
Paterson School	Lead Agency
School 5 (2010)	New Jersey Community Development Corp
Napier School 4 (2012)	Boys & Girls Club
New Roberto Clemente (2012)	St. Paul's Community Development Corp
Senator Frank Lautenberg (2015)	New Destiny Family Success Center
School 15 (2015)	St. Paul's Community Development Corp
School 2 (2018)	Oasis, A Haven for Women and Children
JFK High School (2018)	New Jersey Community Development Corp
School 16 (2022)	Oasis, A Haven for Women and Children
Joseph A. Taub Middle School (2022)	New Jersey Community Development Corp
All Health Centers (2010-present)	Health N Wellness

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 PPS FSCS.

Paterson had been making tremendous progress with chronic absenteeism and was on a



steady decline in most FSCS prior to the 2019-2020 school year. Factors such as changes in policy or administration have shown an impact on student attendance. The COVID-19 pandemic has had a significant impact on chronic absenteeism in schools. Many students have missed school due to illness, quarantine, or family responsibilities related to the pandemic. This has led to an increase in chronic absenteeism rates in many schools, particularly those serving low-income communities. The shift to remote learning presented challenges for students who lack access to technology or a stable home environment. These factors have made it more difficult for schools to address chronic absenteeism and ensure that all students have access to the resources and support they need to succeed. Addressing chronic absenteeism post-COVID will require a multi-faceted approach that involves collaboration between schools, families, and communities.

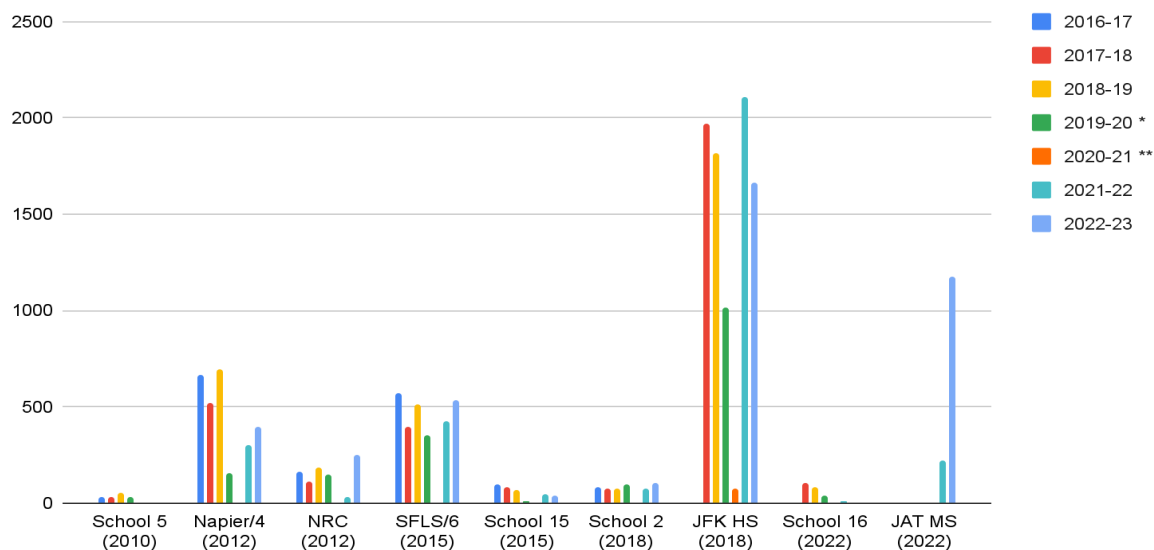
Attendance (average days present in school) of after school students was better than for non-after school students. On average, students attending the after school programs show a significantly higher attendance (average days present in the school) than non-after school students. The presence of school based health centers had a similar effect

on attendance. Students who received Health Center services had a significantly higher attendance (average days present in school) than students who did not receive Health Center services. 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.

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 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 were steadily decreasing in FSCS prior to Covid-19. The COVID-19 pandemic has had a significant impact on student behavior, social-emotional outcomes, and suspension rates in schools. Many students have experienced increased stress and anxiety due to the pandemic, which has led to changes in their behavior and mental health. Students who were already struggling with mental health issues may have seen their symptoms worsen during the pandemic. Additionally, the shift to remote learning has presented challenges for many students, particularly those who lack access to technology or have unstable home environments. These factors have contributed to an increase in suspension rates in many schools, as students have struggled to adapt to the new learning environment. To address these issues, schools will need to provide additional resources and support to students, such as mental health services, counseling, and social-emotional learning programs. Schools may also need to develop new strategies for addressing student behavior, such as restorative justice practices or positive behavior

interventions and supports. Additionally, schools may need to work with families and communities to provide wraparound services that address the social-emotional needs of students and support their overall well-being. By taking a comprehensive approach to student behavior and social-emotional needs, schools can help ensure that all students have the resources and

Out of School Suspension Trends By # of Students



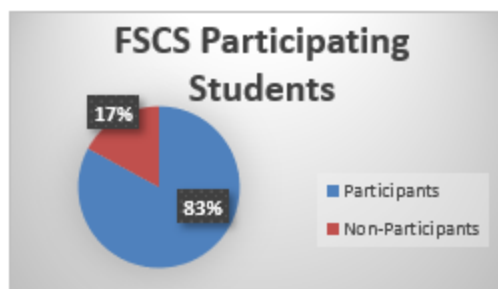
support they need to succeed.

Level of Service Progress

Committed to increasing our reach in how many students, families, and community members we serve. Below is a snapshot of progress for Schools 2, Napier/4, and 5, showing service levels and goal progress. FSCS outreach to Paterson students, families, and community members grow exponentially with each continued year of service.

School 2

At School 2, 462 out of 557 students participated in at least one event or service provided by Full Service Community School in the 2022-2023 school year. In total school 2 offered 6,884 duplicated points of service to School 2 students and 6,451 duplicated points of service to the School 2 families and community.



2022-2023 FSCS School Goals

1. 50% of After School Program attendees will maintain positive school attendance (not chronic) for the 2022-2023 school year.

Result: 61% of students participating in the FSCS After School programs have demonstrated positive attendance for the school year.

2. 60% of FSCS students participating in Social Emotional Learning (SEL) activities will say that they have acquired a new SEL coping skill as a result of the activities they participated in.

Result: 96% of students surveyed said that they have acquired atleast one new SEL coping skill.



"I feel like I can handle difficult situations and emotions better because I have learned different coping strategies at school like deep breathing, taking a break, or talking to a trusted adult." – Elijah P. Gr. 6

"I feel more confident communicating my feelings and needs to others, and I have learned how to empathize with others and understand different perspectives." – Joshua D. Gr. 7

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 approximately [REDACTED] 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. A similar model has been developed for Schools 2 and JFK in preparation for when the 2018 grant ends in September 2023 and will be shared with the DOE upon the conclusion of the grant.

Funding Contribution for 2015 Grant Schools

Paterson Public Schools has committed to [REDACTED]
[REDACTED] 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, and Adult Education.

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 ten of Paterson's Full Service Community Schools in addition to the Paterson community at-large, programs to support homeless and workforce readiness.
- ***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 [REDACTED] **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.

Policy and Legislation

Health N Wellness's Executive Director, Denise Hajar, 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** – [REDACTED] 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.
- **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.

FSCS Lessons Learned

The thirteen 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 coordinators 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: the COVID-19 Pandemic has taught us to be ready to pivot and be prepared to provide services in any way the community is able to receive them in times of emergency. 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.

Commitment to Growth and Shared Knowledge

Paterson Public Schools is committed to the Federal Full Service Community Schools Initiative and recognizes the importance of providing comprehensive services to students and families. Through this grant proposal, Paterson will share with Passaic lessons learned as they begin and grow their community school initiative. In Paterson we believe what is good for Paterson families is good for all of New Jersey's families, and we are pleased to help other communities on their Full Service journeys. We are dedicated to providing high-quality education, health, and social services to our students to ensure that they have the resources and support they need to succeed. We are excited to partner with Passaic Public Schools to share our experiences and lessons learned as we work to develop and implement effective Full Service Community Schools programs. Together, we can create a network of schools that provide comprehensive services to students and families, and help to build stronger, healthier communities.

c. Capacity to Coordinate and Provide Pipeline Services

Paterson Public Schools (PPS) will continue to provide oversight of the entire FSCS program in Paterson and partner with Passaic to provide oversight through Absolute Priority #4.

With the schools proposed in this grant, Paterson will coordinate and provide pipeline services to thirteen 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 ten 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 concluding Year 5 of the 2018 FSCS Grant, with plans to sustain key initiatives such as the site coordinator, the health center, parent programs, and after school programs in place after September 2023. An additional two Paterson schools are part of the newly awarded 2022 FSCS Grant and are mid-way through Year 1 of implementation.

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 (January 2024 - March 2024)

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 Coordinator	Work with community partners and schools to post job, identify candidates, and interview	Community Partner Executive Directors Paterson and Passaic District Full Service Staff School Principals	Post in anticipation of the position upon receipt of the grant	Provide a coordinator for Paterson's School 10, Taub, Eastside, International and Passaic's School 6 and Passaic High School to assist students and families with access to programs and services	Critical role in identify 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 Passaic Staff	January 2024	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	Project Director School Principals Site Coordinators	February 2024	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 - Micro Level	Hold community forums Survey parents, students, staff, and community Analyze various data points	Project Director School Principals Site Coordinators Grant Evaluators	January - March 2024	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	Project Director School Principals Site Coordinators	February 2024	Start after school programs for targeted student populations	Student increase school day attendance Students increase academic achievement Increase in college and career readiness

Health Center	Clinic set-up	Associate Project Director	Phase 1: January 2024 (Taub and Eastside)	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
	Hire staff Advertisement of services Student registration	School Principal Health Partner	Phase II: September 2024 (School 10, International, School 6, Passaic High School)		Decrease in student suspensions and disciplinary actions

VI. Quality of the Project Evaluation

This section describes the plan to conduct an annual evaluation of the 2023 FSCS initiative. Paterson Public Schools and its partner, Passaic Public Schools, are 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 PK-12 educational initiatives as well as multi-site interventions that rest on collaboration between multiple partners. 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 (UFT) multi-district community school initiative, known as the *United Community Schools*, and evaluating the UFT's USDOE-funded 2019-24 FSCS grant. Metis is also the external evaluator for the FSCS project for the Vancouver Public Schools in Washington State.

Metis also has a history of providing research and evaluation services to Paterson Public Schools, including its current FY22 FSCS grant and 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 FSCS initiative will be highly collaborative, thorough, and responsive to the needs of the multiple stakeholders involved in the project, including but not limited to children and youth served along the pipeline, school staff, community partners, families, community members, and the leadership and stakeholders representing each participating school district. 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 to better understand the broader context influencing indicators and outcomes. This systems lens will also be a valuable tool for navigating the cross-district nature of the initiative, given the importance of understanding how each district’s policies and practices (both formal and informal) will directly impact the implementation of the community school model.

Metis will also approach the evaluation in a participatory manner, drawing on best practices to include both stakeholders and recipients of services at multiple points during the evaluation life cycle. Once the evaluation begins, participatory activities will be facilitated through an Evaluation Advisory Group (EAG), which will include student, parent, teacher, staff, and community representation from each participating district and school. With the advisement of this committee, Metis will engage multiple constituencies at each stage of the work, including but not limited to the review of data collection instruments, the advisement of data collection methods, and the review of data for collaborative sense-making. Metis will take particular care to engage community members, given the grant requirement of serving those otherwise unaffiliated with an enrolled student.

To the extent possible, 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 and utilizing text messaging, social media channels, and other means of contact).

Finally, Metis will work closely with program staff in Year 1 to identify and provide guidance around building a dedicated data-tracking and management system for the initiative. The chosen information management system will be designed to capture service delivery across each school across both districts. It will offer, if possible, multiple levels of access to ensure that external partners can enter student-level attendance data periodically. This system will also mitigate a common challenge faced by participating FSCS schools: calculating unduplicated participant counts when services are distributed across multiple partnering providers.

Methods

The evaluation methods described in the next section are highly feasible based on the evaluator, 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, including both formative/process and summative/outcome evaluation methods. It will consist 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 and to elevate the lived experiences and stories of those impacted by the FSCS approach and the model's four-pillar design. In totality, the 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 Multi-LEA Consortium, program staff, Community School Advisory Committee, and the EAC quarterly, annually, and aggregated over time.

In addition to addressing the grant's performance measures and project specific outcomes, the evaluation will also be guided by three research questions specific to the multi-LEA nature of the program design. These research questions are designed to identify and uplift critical best practices that will be immediately applicable to program stakeholders and in particular Paterson as they work to build collaboration with Passaic.

Evaluation research questions

RQ1: To what extent, and how, does Paterson Public Schools create a community of practices among the participating schools and LEAs?

RQ2: To what extent, and how, is fidelity to the shared community school model agreed upon and maintained across partnering districts and schools? To what extent is the model adapted to the assets and needs of each community, school, and district?

RQ3: What policies and practices, specific to each participating LEA, most impact the successful implementation of the grant?

Timeline

Evaluation activities will be sequenced over the five-year grant, with evaluation planning activities front-loaded in Year 1, including identifying and changing 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 school and district leadership, Multi-LEA Consortium, and Community School Advisory Committee to finalize the evaluation design. 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. Metis will also finalize a data analysis plan in Year 1 that includes a CONSORT diagram to identify the participant sample for each data source and the overall

evaluation. The finalized data analysis plan will also include data processing rules for treating missing data, outliers/anomalies, and any weighting based on response rates.

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, Metis will produce reader-friendly monthly data reports—summarizing progress on key indicators such as school attendance of participating students—to facilitate real-time decision-making and continuous quality improvement. Throughout the duration of the grant, the evaluation team will remain in close communication with project staff to remain updated on program implementation and to share other relevant 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, address the three research questions, and enhance the strategic coordination of each site's community school plan, Metis will draw on an array of evaluation methods, summarized here:

- Student, parent/caregiver, teacher, partner, and community 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 district human resources administration
- Comprehensive document review
- Interviews/focus groups with key stakeholders
- Development and administration of a standardized fidelity measure

Generally, Metis will seek to develop standardized data collection across both participating districts while also remaining responsive to the specific needs and requirements of each district and community being served. Where data collection varies, a specific information management and data processing plan will be put in place to ensure that data elements and specific variables are cross-walked and translatable across district sources. While potential challenges may arise if districts utilize different assessments, follow different data collection cycles, or hold different metrics for measuring outcomes and success, Metis is confident that a combined analytical sample can be developed.

These data collection methods will be used to determine whether project objectives and their associated goals have been met. The three project goals are:

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.

Goal 2: Families and members of the targeted communities will have improved access to essential services while creating stronger, safer, and more supportive neighborhoods.

Goal 3: Through its collaborative partnership with Paterson Public Schools, Passaic Public Schools will grow its capacity to develop, administer, and monitor full-service community schools that are accessible, effective, and sustainable beyond federal funding, as Paterson continues to build its own expertise in these areas.

During the first project year, Metis will develop a set of surveys designed to gather feedback about FSCS implementation and impact from families, partners, teachers, and students. 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, 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. Surveys will be piloted during the first year of the grant and subsequently modified based on a close review of data quality and validity, as assessed through the feedback of survey recipients and the triangulation of survey data with other complementary data sources.

Survey data will be analyzed using relevant qualitative and quantitative methods. Open-ended responses will be qualitatively coded and merged with close-ended results to allow for a deeper thematic exploration. Coding will be conducted using NVivo by a team of qualified staff, following best practices for inter-rater reliability. Close-ended responses will be descriptively analyzed, and where feasible, composite measures will be developed across survey items.

The **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 assess school families' systemic needs better and tailor medical, mental health, legal, and other services accordingly. Outcomes measured will include:

- Learning best practices to care for healthy infants and toddlers (Objective 1.8)
- School climate and safety (Outcome 1.16)
- Engagement with their child's school (Outcome 2.7)
- Satisfaction with access to healthy food and information about nutrition and healthy eating (Outcome 2.8)
- Satisfaction with the availability of high-quality health care and mental health supports and services (Outcome 2.9)
- Satisfaction with family workshops (through program feedback forms) (Outcome 2.10)
- Feeling safe in their community (Outcome 2.11)

In addition, the 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 in the spring of each project year using multiple strategies to ensure the highest and most representative possible response rates. The survey will be modified to meet the requirements of each participating LEA while retaining the same core questions and concepts. 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 **FSCS Partner Survey**, also completed on an annual basis, 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 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 3.7)
- Improved communication, trust, and coordination of pipeline services (Outcome 3.9)

The **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:

- Teachers' use of their Mindful Schools training in the classroom (Outcome 1.15)
- Perceptions of student behaviors, school climate, and safety (Outcome 1.17)
- Student engagement (Outcome 1.20)
- Improved communication, trust, and integration of pipeline services (Outcome 3.9)

The **FSCS Student Survey** will be designed using age-appropriate language to gather feedback from students about their perceptions of school safety and climate (Outcome 1.14) 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 **FSCS Community Survey**, completed in Years 4 and 5, will be administered to unaffiliated community members (those individuals likely to be served by a community school partner who does not have a child enrolled at participating school). This brief survey, administered multi-modally using text messages, QR codes, and distribution through partner organizations, will collect input from community members on local assets and challenges and perceptions of the community school activities.

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 each district to develop a data request and secure data-sharing agreements and procedures. Student-level datasets (e.g., PARS21, Infinite Campus, NJSLA, District Benchmark Testing for kindergartners, Teaching Strategies Gold®) will include measures of academic proficiency, attendance, disciplinary infractions, and four-year cohort graduation rates to assess the following objectives and outcomes are met each year:

- Increased student participation in OST learning opportunities, including new programming for K-2 (Objectives 1.3 and 1.9)
- Decrease in student expulsions and suspensions (Outcome 1.13)
- Improved school attendance and decreased chronic absenteeism (Outcomes 1.12 and 1.18)

- Improved graduation rates (Outcome 1.22)
- Greater proportion of students who are kindergarten ready and meeting ELA and math standards (Outcomes 1.19 and 1.21)

Student-level data will be requested from each participating LEA and coordinated through the lead CBO. A data-crosswalk will be developed to ensure equivalency of datasets and a merged analytical file will be maintained on an annual basis that also retains school, community, and district identifiers as critical independent variables in any subsequent analysis.

The Metis team will also regularly collect and review **school-level administrative data**. Examples include program enrollment and attendance records, referral forms, and teacher attendance and retention rates. 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 students participating in job, college, and career-readiness programming and activities (Objectives 1.6 and 1.7)
- Greater proportion of students and staff participating in the Cultural Adjustment Program (Objective 1.2)
- Greater proportion of students participating in OST offerings, the Mentorship Program, and recreation programming (Objectives 1.3, 1.4, and 1.5)
- Greater participation of families and their young learners in adult education and early childhood programming (Objectives 1.8 and 1.9)

- Kindergarten student participation in the Kindergarten Bridge Program (Objective 1.10)
- High school students participating in the college 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 by FSCS families (Objective 2.4)
- Increased use of CBO services and attendance at CBO information sessions and workshops among community members (Objectives 2.5 and 2.6)
- Decreased teacher vacancy rates and increased percentage of fully certified teachers (Outcome 3.8)

Generally, student-level and administrative school-level data will be requested and processed annually, with descriptive results circulated back to program stakeholders and leadership to inform participatory sense-making and continuous improvement by relevant staff. School-level data will also be closely analyzed to better understand the district-specific conditions that impact the implementation of the given community school approach (RQ3).

Metis will also review **background documentation and program materials** to evaluate the progress that project stakeholders, including the district leaders, school staff, community partners, the EAC, parents/guardians, and student leaders, are making in building the capacity and sustainability of the FSCS pipeline. New materials will be reviewed as needed after a comprehensive review in Year 1. The program documentation review will focus on partnership

meeting agendas and minutes, data-driven action plans, training participation, 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 (Objective 3.1)
- Ongoing engagement in professional learning communities (Objective 3.2)
- Staff participation in Mindful Schools professional development (Objective 3.3)
- Regular convening of school staff and partner team meetings (Objective 3.4)
- Regular convening of meetings of the FSCS Stakeholder Committee to review fiscal and planning issues (Objective 3.5)
- Matching federal funds with Paterson and Passaic Public School funds (Objective 3.6)
- Adoption of Paterson data collection templates by Passaic site coordinators (Outcome 3.10)
- Development of a sustainability plan for Passaic Public Schools (Outcome 3.11)
- Creation of a student-level data dashboard to help identify individual student needs (Outcome 3.12)

Metis will also 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, community members, and LEA representatives) to triangulate emergent findings. Interviews will be conducted remotely or in-person using a semi-structured interview protocol. When feasible, interview questions will be circulated in advance of each conversation to shift the interview-interviewee dynamic from an accountability dynamic towards one of collaborative reflection. Furthermore, 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 across the following specific outcomes and objectives:

- Teachers report improved student behavior, school climate, and safety (Outcome 1.17)
- Partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices (Outcome 3.7)
- School staff and service delivery partners will increase reports effective communication, greater trust/connectedness, and improved integration and coordination of pipeline services (Outcome 3.9)

In addition, the group and individual interviews will be essential for answering the three research questions proposed specifically to address Absolute Priority 4, with attention given to interviewing relatively equivalent stakeholders across schools and participating LEAs.

Metis will develop and administer a brief fidelity assessment designed to measure the level of variation in implementation of the community school model across participating schools and both LEAs. The fidelity assessment will be developed in Year 1, guided by the grant's logic model, review of program documentation, and key stakeholder interviews (described above). Core activities pertaining to the community school model will be identified and placed into an assessment framework, which will be completed annually through a participatory process led by

Metis researchers (who will first complete the assessment and subsequently share the results with local stakeholders for feedback and revision). Results of the fidelity assessment will be used to address RQ3 as well as explore any school or district-specific variations in outcomes achieved across the duration of the grant.

Finally, Metis will create a data dashboard that will allow grant and school staff to keep track of the grant's key measures, identify students who are at risk, and enhance outreach/service efforts. The dashboard will be created to reflect data from the four Paterson schools, with the potential to expand to the Passaic schools in subsequent years as feasible based on data-sharing agreements and district student information systems. Through automatic uploads from the Paterson Public Schools student information systems, the dashboard will visualize key data, including student enrollment, student demographics, academic performance, school attendance, and behavioral data. Program/school staff will be able to disaggregate and/or filter data by a number of key variables, including participation in services, school, grade level, gender, ethnicity/race, special education status, and English language learner status. Staff will also be able to view each student's performance on key metrics on a real-time basis and identify students who are at risk (chronic absenteeism, failing courses, and/or disciplinary actions), thus allowing them to create individualized interventions for these students. These data dashboards will be used as appropriate throughout all formative project planning activities, including those described in the periodic performance assessment and feedback sections described below.

Periodic Assessment of Performance/Data Analysis

To ensure periodic performance assessment, 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 rigorously analyzed 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, data from open-ended survey items, interviews, and document reviews will be content 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. Beginning in Year 1, program staff will establish an **Evaluation Advisory Group**, a cross-section of stakeholders intentionally selected to represent the multiple, overlapping communities within the FSCS initiative. Membership in the EAG may overlap with those serving on the FSCS Stakeholder Committee or the school-based Community Advisory Committees. Metis will work with the EAG to review and provide feedback on the initial evaluation plan and subsequent data collection instruments and the data dashboard to ensure that

all evaluation components are responsive to the voices of those delivering and receiving services. The Metis team may also share preliminary findings with students, parents, and staff representatives, arranged through the FSCS EAG, and engage stakeholders in co-creating findings through interactive 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 school-based Community Advisory Committees, the EAG, 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. When feasible, Metis will support continuous improvement efforts by conducting rapid cycle evaluation activities through a Plan-Do-Study-Act (PDSA) model which will empower school and initiative-wide stakeholders, across both LEAs, to pilot, and subsequently circulate findings related to innovations within the broader community school framework.

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 Program Supervisor 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 program staff 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 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, disseminating results to initiative partners, and purposively circulating findings to those who participated in data collection activities. LEA-specific priorities notwithstanding, the dissemination of findings will be coordinated through Paterson to allow for the broadest circulation possible.

Participation in the National FSCS Evaluation

Paterson and Passaic Public Schools, the Metis evaluation team, and other FSCS consortium partners assure that we will participate fully in the national evaluation, assessing the implementation of the FSCS project (Application Requirement 5). We understand that this participation may include, but is not limited to, the following key activities (Application Requirements 5A through 5E):

- Completing stakeholder surveys administered to representatives from grantee organizations, service providers, and FSCS schools (e.g., principals, FSCS Site Coordinators, and possibly teachers)
- Participating in interviews conducted with representatives from the grantee organization, FSCS schools, and/or teachers

- Providing administrative data, such as student chronic absenteeism rates and high school graduation rates
- Cooperating with data collection at multiple junctures during the grant period, including baseline (e.g., shortly after grant award), interim data collection (e.g., during the middle of the grant period), and final (e.g., toward the end of the grant period)
- Facilitating connections between the local evaluator (Metis Associates) and the national evaluation to ensure efficiency and coordination among the evaluation efforts

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 plan to develop or select evaluation methods that align with the project outcomes and yield valid and reliable performance measure data. In addition, Metis has determined that the following methods are applicable across participating LEAs.

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 domain contains a set of objectives, which may be further distributed into dimensions. TSG has 38 objectives collectively called 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.

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 English language arts (ELA) and mathematics assessments aligned 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, sub-claim 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

those 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 grade 9-11 mathematics. Finally, several metrics and studies are cited to support the content validity of the PARCC assessment.

The **Panorama Social-Emotional Learning Survey (SEL)** 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.

The Metis team will ensure that all **project-developed tools and instruments** have content validity, face validity, and relevance to the FSCS model and target populations. All data collection instruments (e.g., interview/focus group protocols and stakeholder surveys) be carefully reviewed by a cross-section of project stakeholders from the EAC, 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, item banks explicitly tied to each measurement goal for project-developed surveys will be developed using, to the extent possible, items from published instruments proven to be valid and reliable.

In collaboration with program staff, 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 the data collection environments are consistent for 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 similarly (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.

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

1.1 In Year 1, 150 K-12 students from across two schools will enroll in their respective Health Center, while 300 students from across six schools will be enrolled by Year 5. (*FSCS Performance Indicator*)

1.2 In Years 2-5, the proportion of students and staff at Taub Middle School, Eastside High School, and School 10 participating in the Cultural Adjustment Program 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 K-12 students participating in extended learning opportunities (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. *(FSCS Performance Indicator)*

1.4 In Years 2-5, the proportion of students participating in the Mentorship Program at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.

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

1.7 The percentage of students at International High School who take the International Baccalaureate exam will increase 3 percentage points each year starting in Year 2.

1.8 Family Centers at Paterson School 10 and Passaic School 6 will provide families with access to family services and adult education, including best practices to care for healthy

young children.

1.9 Paterson School 10 and Passaic School 6 will provide early childhood programming for children while their families are participating in Family Center offerings.

1.10 Paterson School 10 and Passaic School 6 will provide a three-day Kindergarten Bridge Program for up to 45 incoming students each year to improve kindergarten readiness.

1.11 Eastside High School and Passaic High School will provide college summer bridge programs.

1.12 Chronic absenteeism will decrease by 5 percentage points from Year 1 to Year 5 at each school *(FSCS Performance Indicator)*

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

1.14 The proportion of students in grades 3-12 from each school 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 teachers who report using their Mindful Schools professional development training in the classroom will increase by 15 percentage points from Year 1 to Year 5.

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

1.17 The proportion of teachers from each school 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)*

1.18 In Years 2-5, student attendance will improve by 5 percentage points each year, compared with the Year 1 baseline. *(FSCS Performance Indicator)*

1.19 In Years 2-5, the proportion of students from all schools testing at or above grade level on state exams will increase 2 percentage points each year, compared with the Year 1 baseline.

1.20 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.

1.21 In Years 2-5, the proportion of Passaic School 6 PreK students who demonstrate school readiness will increase 8 percentage points from fall to spring each year *(FSCS Program Indicator)*

1.22 Graduation rates will improve by 5 percentage points from Year 1 to Year 5; if graduation rate is above the state average (91%), the rate will remain above 91% for the project period. *(FSCS Performance Indicator)*

Goal 2: Families and members of the targeted communities will have improved access to essential services while creating stronger, safer, and more supportive neighborhoods.

Performance Measures

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. *(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 all 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 Paterson School 10 and Passaic School 6 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, 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)*

2.6 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)*

2.7 In Years 2-5, the proportion of FSCS family members who self-report being actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline. *(FSCS Program Indicator)*

2.8 In Years 2-5, the proportion of FSCS family members 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)*

2.9 In Years 2-5, the proportion of FSCS family members 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. *(FSCS Program Indicator)*

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

2.11 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: Through its collaborative partnership with Paterson Public Schools, Passaic Public Schools will grow its capacity to develop, administer, and monitor full-service community schools that are accessible, effective, and sustainable beyond federal funding, as Paterson continues to build its own expertise in these areas.

Performance Measures

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 25 FSCS school-based educators and leaders from across all schools 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. At least 35 staff members across both districts will participate in Mindful Schools professional development in Years 1 and 2, with new teachers to be trained as needed in Years 3-5.

3.4 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*)

3.5 The FSCS Stakeholder Committee, which includes district leadership, vendors, and school administrators will meet quarterly to review fiscal status, planning issues, and needs and asset assessments. (*FSCS Program Indicator*)

3.6 In Years 1-5, Paterson Public Schools and Passaic Public Schools will discuss school funding changes and match federal funds with their own resources, as approved in the annual budget. (*FSCS Program Indicator*)

3.7 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)*

3.8 In Years 1-5, FSCS schools' teacher vacancy rates will decrease by at least three percentage points and the percentage of fully certified teachers (disaggregated by race and ethnicity) will increase by at least two percentage points. *(FSCS Performance Indicator)*

3.9 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.

3.10 By the end of Year 1, FSCS site coordinators at Passaic Public Schools will be trained in and adopt the use of Paterson's data collection templates to record services provided to students, families, and community members.

3.11 By Year 5, Passaic Public Schools will have developed a plan for sustaining site coordinators and pipeline services at their FSCS schools.

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	2023-24	2024-25	2025-26	2026-27	2027-28
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Students	600	630	662	695	730
Families	600	630	662	695	730
Community	300	315	331	348	365
Total	1,500	1575	1655	1738	1825

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.