

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100148**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/23/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Paterson Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
226002199	079305892

d. Address:

* Street1:	90 Delaware Ave
Street2:	
* City:	Paterson
County:	Passaic
State:	NJ
Province:	
* Country:	USA
* Zip / Postal Code:	07503

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Tobi
Middle Name:		

* Last Name: Knehr

Suffix:

Title: FSCS Supervisor

Organizational Affiliation:

Paterson Public Schools

* Telephone Number: (973)321-1000 Fax Number:

* Email: TKNEHR@PATERSON.K12.NJ.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS- 060810-00

Title:

Full Service Community Schools Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Paterson, New Jersey

*** 15. Descriptive Title of Applicant's Project:**

Paterson Public Schools:A Renewed Commitment to Excellence through Full Service Community Schools

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 8

* b. Program/Project: 8

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 1/1/2011

* b. End Date: 12/31/2016

18. Estimated Funding (\$):

a. Federal	\$ 2498746
b. Applicant	\$ (b)(4)
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Anne

Middle Name:

* Last Name: Thompson

Suffix:

Title: Grant Writer

* Telephone Number: (973)476-8393 Fax Number:

* Email: ANNELTHOMPSON@HOTMAIL.COM

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NA



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Paterson Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [X] No

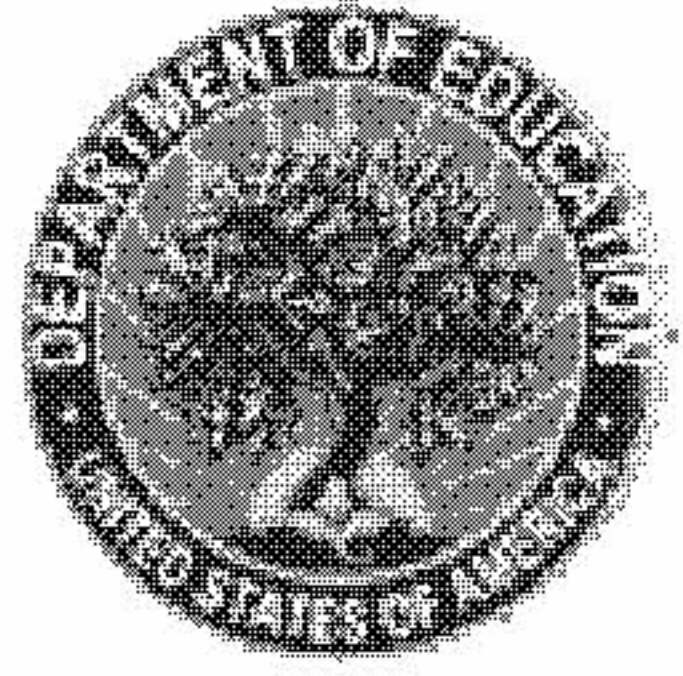
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Paterson Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Anne Thompson

Title: Grant Writer

Date Submitted: 07/21/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Anne Thompson Title: Grant Writer Applicant: Paterson Public Schools Date: 07/21/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION	
Paterson Public Schools	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	First Name: Anne
	Middle Name: L
Last Name: Thompson	Suffix:
Title: Grant Writer	
Signature:	Date:
_____	07/21/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Letter

File : C:\fakepath\GEPA Letter.doc

PATERSON PUBLIC SCHOOLS
90 Delaware Avenue
Paterson, New Jersey 07503

July 21, 2010

U.S. Department of Education
Office of Innovation and Improvement
Washington, D.C. 20202-5970

Re: Full Service Community Schools Grant Application

Dear U.S. Department of Education:

The Paterson Public School District, located in Paterson, New Jersey is submitting an application for a grant under the US Department of Education Full-Service Community Schools Program. In establishing our project, we are firmly committed to non-discrimination and inclusion, and will include individuals with any and all types of disabilities. While we are planning and implementing our program, we will incorporate adaptations such as increasing number of staff, and altering the structure of activities as necessary to involve individuals with disabilities. We will seek the assistance of teachers of students with special needs from the Paterson Public School District in planning our project. We look forward to providing a strong array of activities to all students, families and community residents of our target area.

Sincerely yours,

Dr. Donnie Evans
Superintendent
Paterson Public Schools

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Tobi		Knehr	

Address:

* Street1: 90 Delaware Avenu
 Street2:
 * City: Paterson
 County: Passaic
 * State: NJ* Zip / Postal Code: 07503 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(973)321-1000	

Email Address:

TKNEHR@PATERSON.K12.NJ.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **FSCS Appendix D: Paterson Public Schools Pages: 0** Uploaded File: **Appendix D.doc**

**U.S. Department of Education
Full Service Community Schools Program**

Paterson Public Schools

Appendix D: Other

Not applicable

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **FSCS Documentation of Match: Paterson Public Schools** Pages: **0** Uploaded File:
Match_Letter_from_JPMC_for_PPS_FSCS_Grant.pdf

JPMORGAN CHASE & CO.

Elliott D. Lee
Vice President
Northeast Region

July 20, 2010

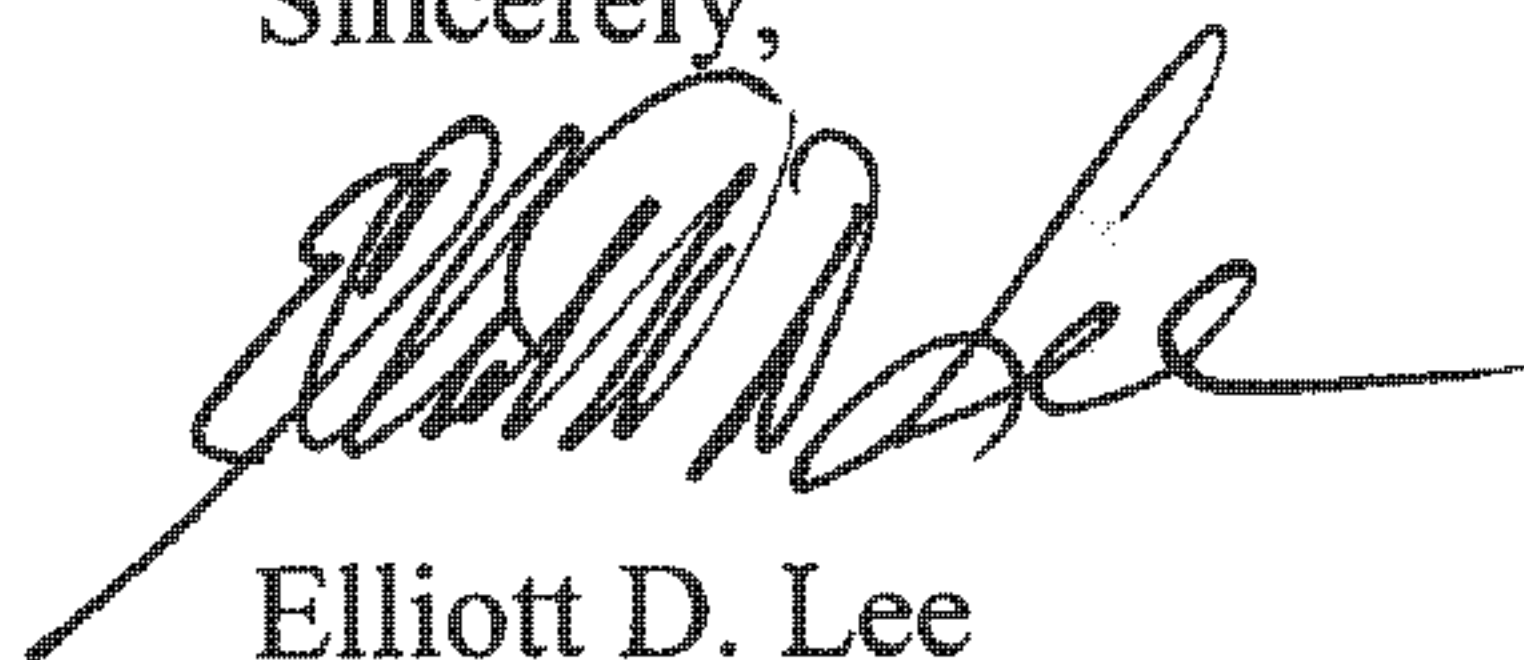
Paterson Public Schools Board of Education
Attn: Dr. Donnie W. Evans
90 Delaware Avenue
Paterson, NJ 07503

Dear Dr. Evans:

JPMorgan Chase pledges our support of the Paterson Public Schools' efforts to implement the Full Service Community School model at School #5, New Roberto Clemente and Frank Napier Jr. School of Technology, all located in Paterson, New Jersey. We are happy to be a part of your grant application to the U.S. Department of Education's Full Service Community Schools Program. As part of our commitment to the establishment of Paterson Community Schools, the JPMorgan Chase Foundation will provide donations not to exceed \$150,000 each year for the first three years of the initiative and donations not to go below \$100,000 in each of years 4 and 5.

We look forward to working together with you in partnership to strengthen students, families and communities through the establishment of Community Schools.

Sincerely,



Elliott D. Lee

Project Narrative

Appendix--MOU

Attachment 1:

Title: **FSCS MOUs: Paterson Public Schools** Pages: **0** Uploaded File: **All_MOUs_for_PPS_FSCS_Grant.pdf**

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
Catholic Family & Community Services
A Catholic Charities Agency in the Diocese of Paterson**

This Memorandum of Understanding (MOU) describes and confirms an agreement between Paterson Public Schools Board of Education, and **Catholic Family & Community Services**.

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

Catholic Family & Community Services

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and **Catholic Family & Community Services**, agrees to provide the following:

- Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs for general education and special education students.
- Community service and service learning opportunities.
- Job training and career counseling services.
- Activities that improve access to and use of social service programs and programs that promote family financial stability.
- Adult education, including instruction of adults in English as a second language.

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and **Catholic Family & Community Services** believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

Catholic Family & Community Services and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

The organizations will agree to the following tasks for this MOU: see Section II above

Catholic Family & Community Services: Rosita Kardashian, 24 DeGrasse St. Paterson, NJ 07505

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,
- Develop protocols for use in emergency situations.

and Paterson Public Schools Board of Education and Catholic Family & Community Services will:

- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

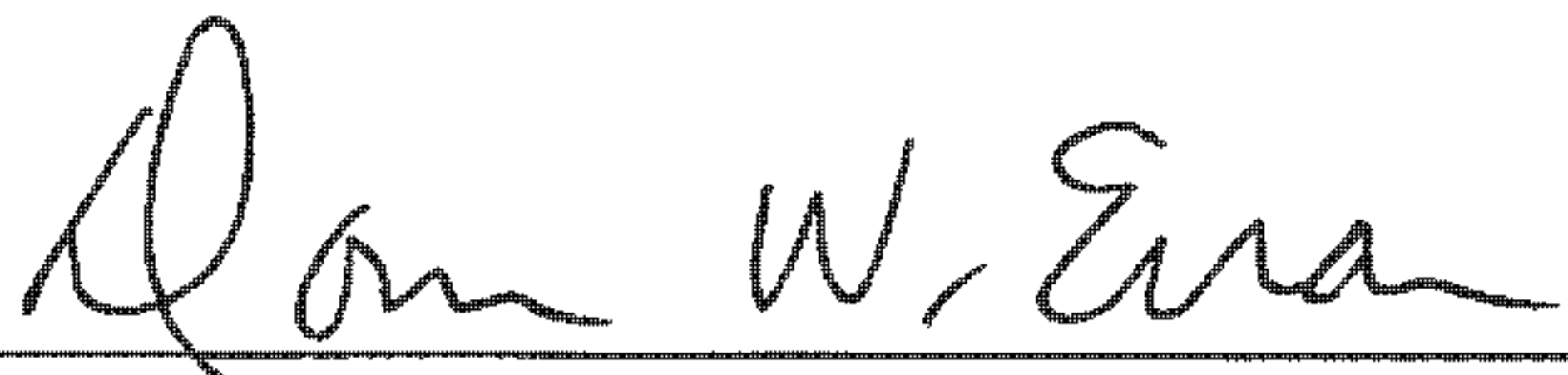
Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

Catholic Family & Community Services

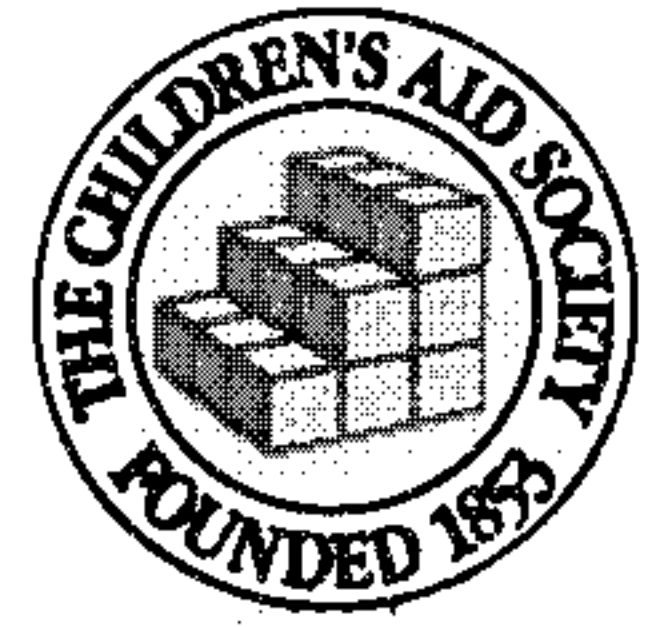

Diane Silbernagel, RN, MSN
Executive Director

Date: 7/19/10

Paterson Public Schools Board of Education


Dr. Donnie W. Evans
State District Superintendent

Date: 7/21/10



**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
The Children's Aid Society National Center for Community Schools**

This Memorandum of Understanding (MOU) describes and confirms an agreement between
Paterson Public Schools Board of Education, and
The Children's Aid Society National Center for Community Schools.

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

The Children's Aid Society National Center for Community Schools' vision is to help develop comprehensive community schools and enhance existing school-community partnerships that promote academic achievement, youth development, and family and community well-being. By providing practical, innovative training, consultation, facilitation, materials and advocacy, The Center provides technical support to individuals and organizations who wish to learn about, adapt or build on the Children's Aid Society community school model.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and The Children's Aid Society National Center for Community Schools agree as follows:



II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and The Children's Aid Society National Center for Community Schools believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

The Children's Aid Society National Center for Community Schools and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

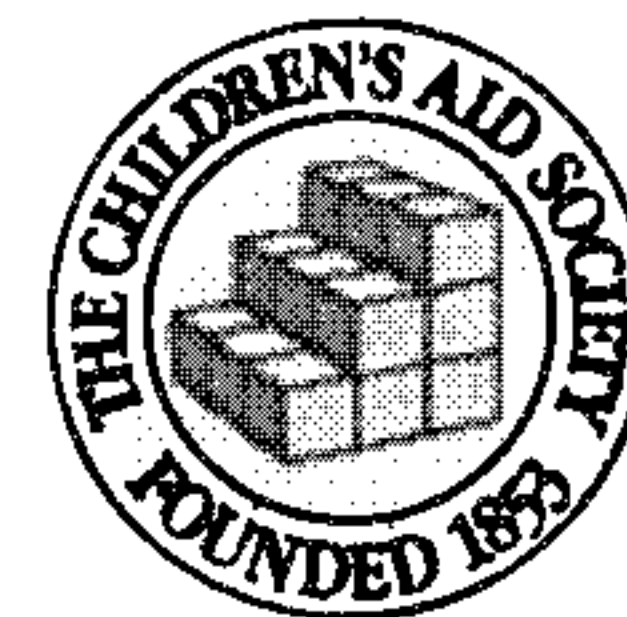
For The Children's Aid Society National Center for Community Schools:

Jane Quinn
Assistant Executive Director, The Children's Aid Society
Director, National Center for Community Schools

The organizations will agree to the following tasks for this MOU:

The Children's Aid Society National Center for Community Schools will:

- Involve district and school in consultative and technical assistance efforts to move successfully into the use of the full service/community schools approach.
- Channel direct communication through district office personnel for dissemination to schools.
- Provide support and training service as needed to the district, school or community to further understanding regarding the purpose and intended outcomes



of the community school. This will include training around the design of a Theory of Change (TOC) for each individual school, as well as the district-wide FSCSs initiative.

- Provide training and consultation to build capacity within the district and school to institutionalize best practices of community schools and enable independence and self-sufficiency within the Paterson Public Schools.
- Participate in the external evaluation data collection process.
- Attend steering committee and other team meetings, as needed.
- Complete necessary paperwork to ensure compliance with established timelines.

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,
- Develop protocols for use in emergency situations.

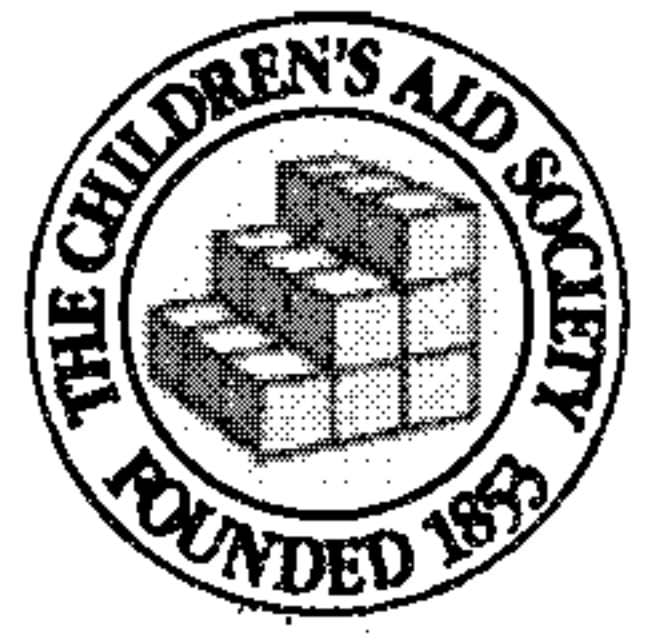
The Children's Aid Society National Center for Community Schools and Paterson Public Schools Board of Education will:

- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.



The Children's Aid Society
National Center for Community Schools

Jane Quinn
Assistant Executive Director, The Children's Aid Society
Director, National Center for Community Schools

7/19/10
Date:

Paterson Public Schools Board of Education

Dr. Donnie W. Evans
State District Superintendent

7/21/10
Date:

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
New Jersey Community Development Corporation**

This Memorandum of Understanding (MOU) describes and confirms an agreement between Paterson Public Schools Board of Education, and New Jersey Community Development Corporation (NJCDC).

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

NJCDC is a private, non-profit community development and social service agency founded in 1994. Its mission is to create opportunities to transform lives through comprehensive efforts focused primarily on youth development, education, housing, and community revitalization. NJCDC has a strong track record of producing positive results and outcomes in all areas of its programming and operations. In total, NJCDC operates and/or leads approximately 20 different programs and initiatives collectively serving more than 1,500 individuals each day. Some of these efforts include successful collaboration with the Paterson Public Schools including, for example, the Paterson Family Center pre-school and Garrett Morgan Academy High School. The primary focus of NJCDC's work is the City of Paterson and its Greater Spruce Street and Great Falls neighborhoods.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and NJCDC, agree as follows:

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and NJCDC believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's and NJCDC's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's and NJCDC's leaders, staff and students.

NJCDC and the Paterson Public Schools Board of Education will work together, and all other partners to this initiative, to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the district-wide Full-Service Community Schools Program grant, and provide resources and services to support youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty. NJCDC will serve as the lead agency for the Full-Service Community Schools Program specifically at School 5. NJCDC will work closely with School 5 leadership and stakeholders to identify needs and to develop a plan for addressing these needs with support from School 5, the Paterson Public Schools Board of Education, and the other partners to this district-wide initiative. NJCDC will be responsible for spearheading and coordinating all community-schools related efforts and services to take place in School 5.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

Creighton Drury, President, NJCDC, 32 Spruce Street, Paterson, NJ 07502

The organizations will agree to the following tasks for this MOU:

NJCDC will serve as the lead agency for the Full-Service Community Schools Program specifically at School 5 and will:

- Work closely with School 5 principal and leadership to identify and prioritize needs within School 5;
- Work closely with School 5 principal and leadership to develop a strategic plan and timeline for developing and implementing needed programming and services;

- Identify and recruit partners to assist in providing needed services and programs;
- Hire and supervise the School 5 Community Schools Coordinator who shall serve as the day-to-day point person for all community schools activities in School 5;
- Provide nine full-time AmeriCorps members to serve as staff to the School 5 Community Schools Coordinator;
- Meet regularly with the School 5 principal and other staff to ensure seamless integration into School 5 efforts;
- Meet regularly with the Superintendent, his designee, and other stakeholders to provide reports and updates and to secure commitment of resources, support, and other necessary services;
- Begin to implement already-agreed upon programming, including but not limited to:
 - Targeted instructional support in the classroom by AmeriCorps members working closely with teachers;
 - Afterschool programming;
 - A student drop-in center for support services;
 - Parent workshops;
 - Community-outreach and -building activities.

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education;
- Carry out overall program management, including the recruitment and hiring of program staff;
- Establish a longitudinal data management system;
- Establish evaluation system by a third-party evaluator;
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices;
- Fulfill all grant reporting requirements established by the U.S. Department of Education;
- Develop protocols for use in emergency situations;
- Provide ample and dedicated facility space at School 5 in order to effectively carry out this initiative;
- Ensure School 5 building will be open until 9:30 pm on weeknights, on weekends, and in the summertime;
- Respond to identified needs at School 5 wherever possible, with funding and other resources; and
- Ensure on-going commitment to this effort through regular communication and opportunities to meet with School 5 leadership and NJCDC.

NJCDC and Paterson Public Schools Board of Education will:


- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

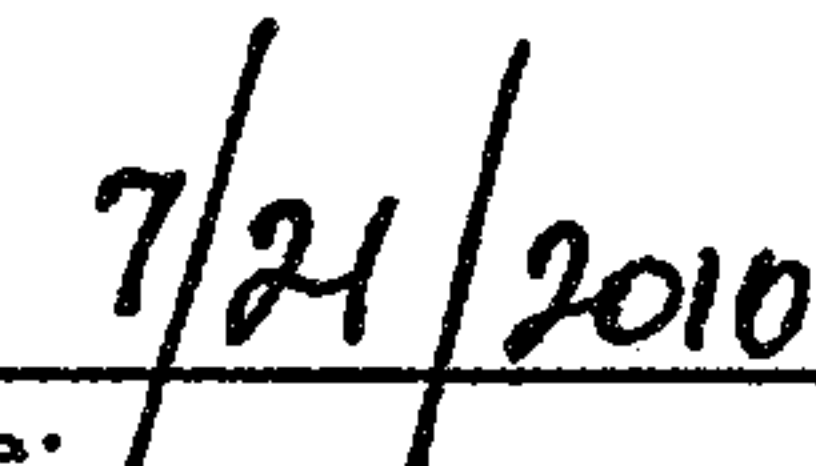
IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.


Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.


NJCDC


Robert F. Guarasci
Chief Executive Officer


Date: _____

Paterson Public Schools Board of Education


Dr. Donnie W. Evans
State District Superintendent


Date: _____

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
OUTREACH CLINICAL SERVICES OF NJ LLC.**

This Memorandum of Understanding (MOU) describes and confirms an agreement between Paterson Public Schools Board of Education, and OUTREACH CLINICAL SERVICES OF NJ LLC.

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

To provide all children with quality comprehensive clinical services in a convenient safe environment while educating and providing a proactive clinical resource for children to access.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community. Paterson Public Schools Board of Education, and OUTREACH CLINICAL SERVICES OF NJ LLC. agree as follows:

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education and OUTREACH CLINICAL SERVICES OF NJ LLC. believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

OUTREACH CLINICAL SERVICES OF NJ LLC. and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public

Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

OUTREACH CLINICAL SERVICES OF NJ LLC.
69 Sherman Place
Ridgewood, NJ 07450

The organizations will agree to the following tasks for this MOU:

OUTREACH CLINICAL SERVICES OF NJ LLC.- Fulfills the clinical needs of the patient population it services. If there is a demand for a specific clinical services. Outreach will retain licenses qualified clinicians \physicians, work with the administrative staff, develop a communication network between the clinic and the school administration.

Possible services:
Primary Clinical Services
Dental Services
Respiratory therapy

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,
- Develop protocols for use in emergency situations.

OUTREACH CLINICAL SERVICES OF NJ LLC. and Paterson Public Schools Board of Education will:

- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.


OUTREACH CLINICAL SERVICES OF NJ LLC.

7/13/2010

Date: _____


Managing Partner

Paterson Public Schools Board of Education



Dr. Donnie W. Evans
State District Superintendent

7/21/10
Date: _____

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
Paterson Education Fund**

**This Memorandum of Understanding (MOU) describes and confirms an agreement between
Paterson Public Schools Board of Education, and Paterson Education Fund.**

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

Paterson Education Fund is a non-profit organization whose mission is to stimulate community action for change so that the Paterson Public Schools ensure that ALL children reach high standards. We provide programs both in the Paterson community and Paterson Public Schools. PEF will leverage its resources to expand the student advisory, computer access and technical assistance to better serve the Full Service Community Schools.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and Paterson Education Fund, agree as follows:

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and Paterson Education Fund believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

Paterson Education Fund and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

Paterson Education Fund
152 Market Street, Suite 208
Paterson NJ 07505

The organizations will agree to the following tasks for this MOU:

PEF will

- Develop lessons and activities based on Navigation 101 student advisory program for use of the extended day program. [valued at \$3,000 annually]
- Provide staff training for lessons and activities based on Navigation 101 student advisory program for use of the extended day program. [valued at \$1,200 annually]
- Provide extended computer loan to PPS families through PEF's Family Friendly Computer program [\$2,500 annually]
- Provide College Track workshops and training for families [valued at \$1,200 annually]
- Manage and communicate data to the Paterson Public in a manner agreed upon by the parties,
- Provide information necessary to fulfill grant reporting requirements as requested by the Paterson Public schools.

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,

- Develop protocols for use in emergency situations.

Paterson Education Fund and Paterson Public Schools Board of Education will:

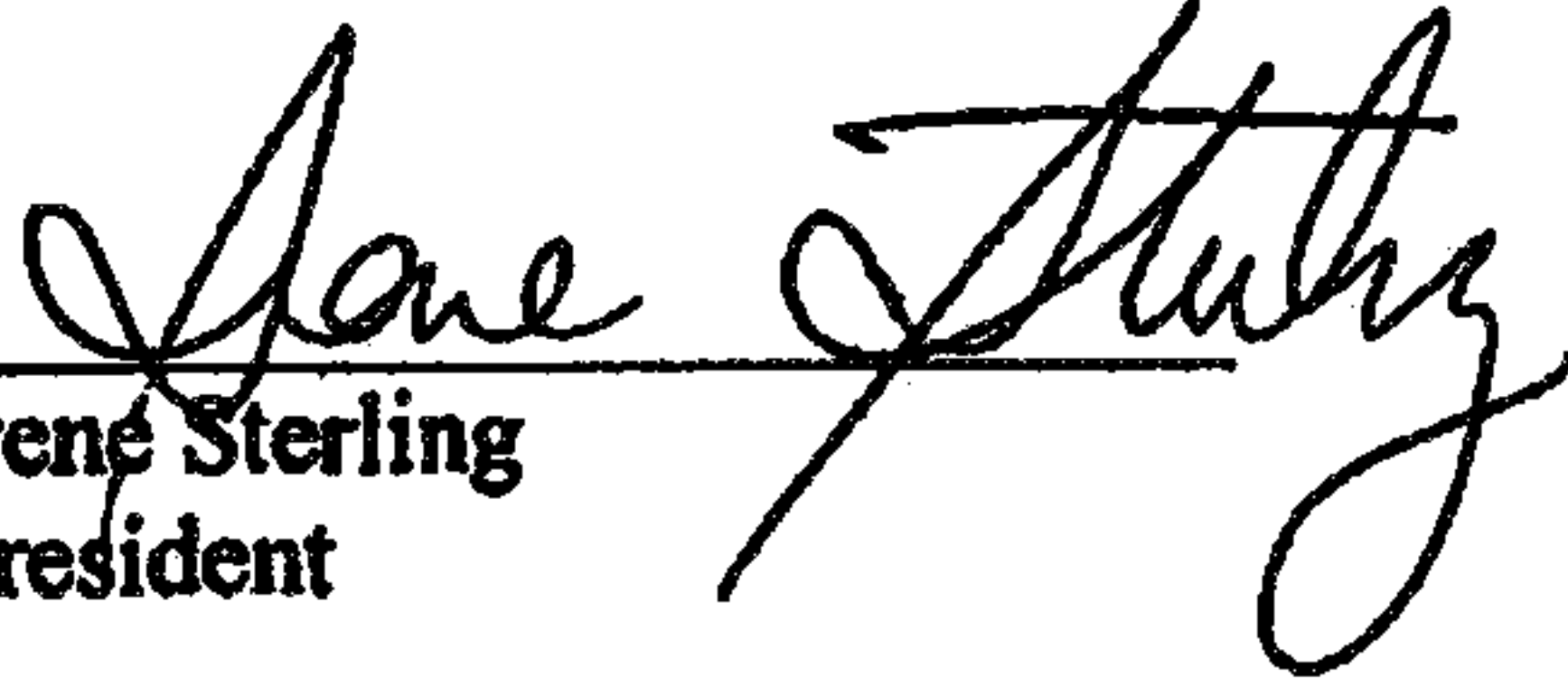
- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

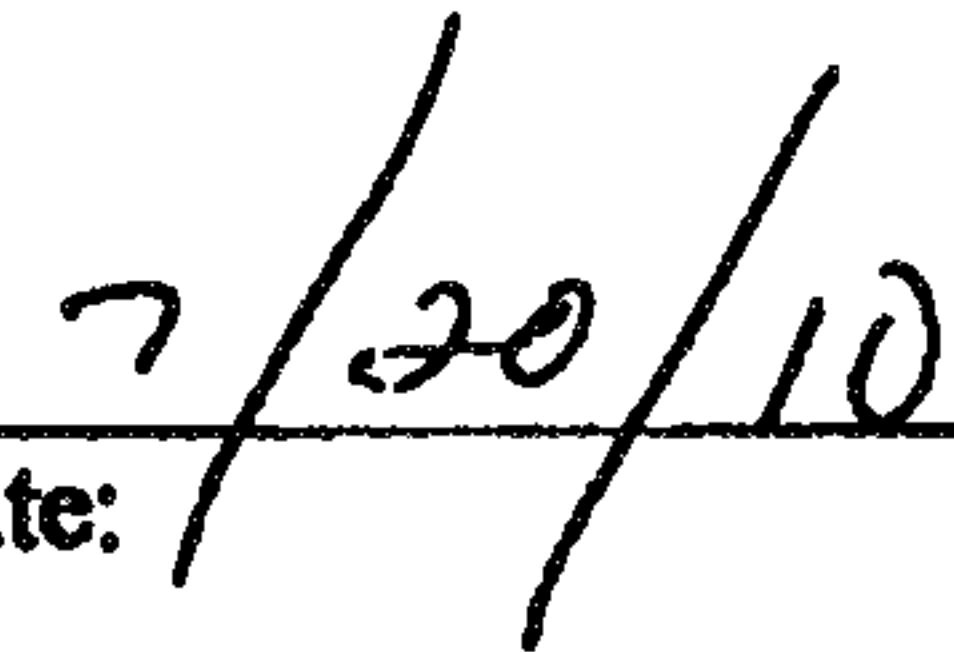
IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

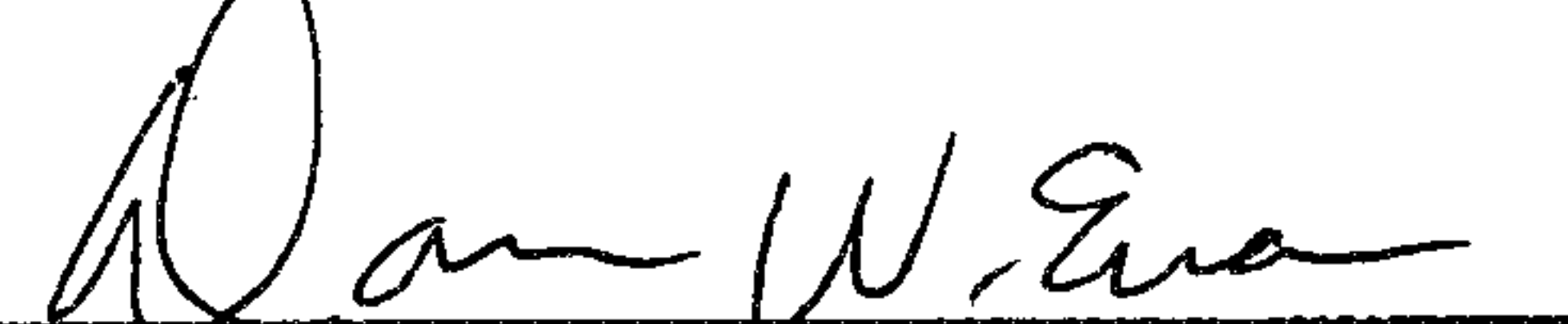
Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

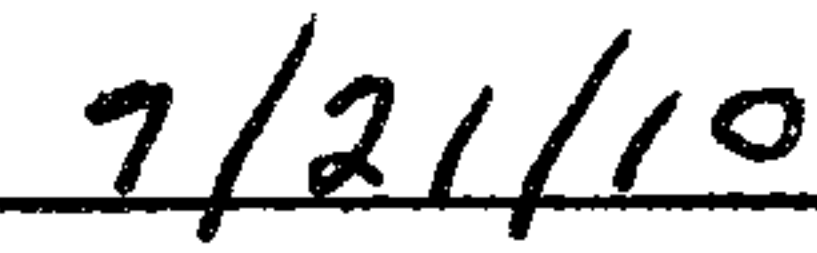
Paterson Education Fund


Irene Sterling
President


Date: _____

Paterson Public Schools Board of Education


Dr. Donnie W. Evans
State District Superintendent


Date: _____

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
Paterson Free Public Library**

This Memorandum of Understanding (MOU) describes and confirms an agreement between Paterson Public Schools Board of Education, and Paterson Free Public Library.

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

The Paterson Free Public Library is the first public library in New Jersey serving the citizens of the community. Our mission is to open doors to ideas, discovery, knowledge and experience to help people realize their dreams.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and Paterson Free Public Library, agree as follows:

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and Paterson Free Public Library believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

Paterson Free Public Library and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

Cindy Czesak, Library Director, Paterson Free Public Library
250 Broadway, Paterson NJ 07501 Telephone: 973-321-1215

The organizations will agree to the following tasks for this MOU:

The Paterson Free Public Library will:

- Provide family engagement, including parental involvement, parent leadership, family literacy, and parent education programs,
- Provide community service and service learning opportunities,
- Provide Adult education, including instruction of adults in English as a second language.

The approximate cost of the services from the Paterson Free Public Library is \$20,000.00

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,
- Develop protocols for use in emergency situations.

Paterson Free Public Library and Paterson Public Schools Board of Education will:

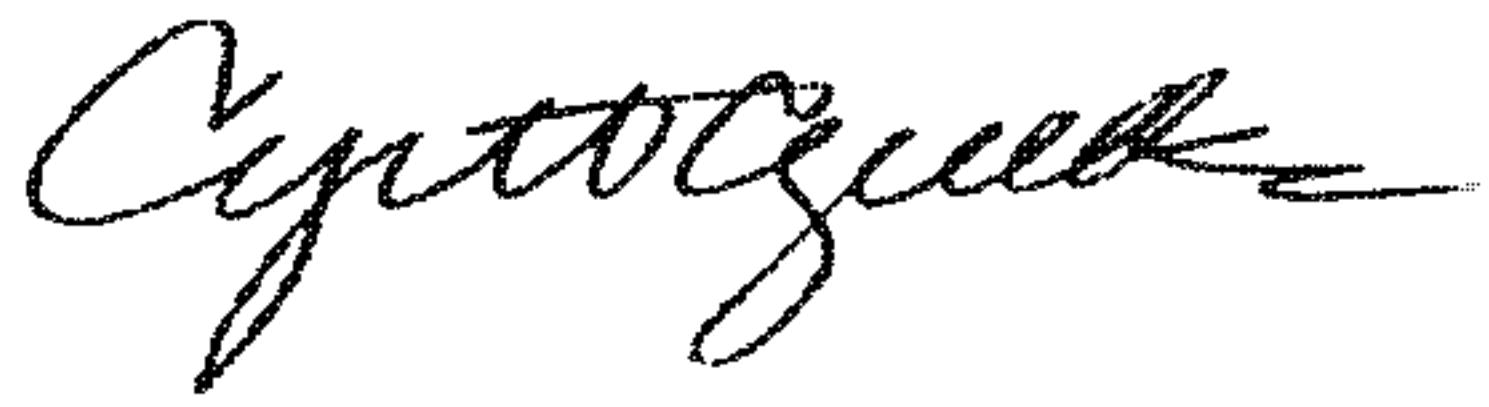
- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings.

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

Paterson Free Public Library



Cynthia Czesak
Library Director

July 19, 2010

Date:

Paterson Public Schools Board of Education



Dr. Donnie W. Evans
State District Superintendent

7/21/10

Date:

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
St. Paul's Community Development Corporation (CDC)**

This Memorandum of Understanding (MOU) describes and confirms an agreement between Paterson Public Schools Board of Education, and St. Paul's CDC.

I. MISSION

Paterson Public School's mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey's urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

The mission of St. Paul's CDC is to serve as an agent of hope, partnering with others to provide needs driven services that improve the quality of life and encourage greater self-sufficiency.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and St. Paul's CDC agree as follows:

- Provide Adult Literacy and ESL training services;
- Provide Workforce Development Training and Job Search/Job Readiness training services;
- Provide Emergency food, service referrals, case management services;
- Provide Community organizing and community outreach to promote the services and activities provided through the Promise Neighborhood initiative;
- Manage and communicate data to the Paterson YMCA in a manner agreed upon by the parties;
- Provide information necessary to fulfill grant reporting requirements as requested by the Paterson Public Schools.

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education and St. Paul's CDC believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District's vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District's leaders, staff and students.

St. Paul's CDC and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU.

Monique Baptiste, Executive Director
451 Van Houten Street
Paterson, NJ 07501
(973) 278-7900 ext. 33
mbaptiste@stpaulsedcnj.org

The organizations will agree to the following tasks for this MOU:

St. Paul's CDC will:

- Provide Adult Literacy and ESL training services;
- Provide Workforce Development Training and Job Search/Job Readiness training services;
- Provide Emergency food, service referrals, case management services;
- Provide Community organizing and community outreach to promote the services and activities provided through the Promise Neighborhood initiative;
- Manage and communicate data to the Paterson YMCA in a manner agreed upon by the parties;

- Provide information necessary to fulfill grant reporting requirements as requested by the Paterson Public Schools.

The Paterson Public Schools Board of Education will:

- Receive and administer the grant from the U.S. Department of Education,
- Carry out overall program management, including the recruitment and hiring of program staff,
- Establish a longitudinal data management system,
- Establish evaluation system by a third-party evaluator,
- Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,
- Fulfill all grant reporting requirements established by the U.S. Department of Education,
- Develop protocols for use in emergency situations.

St. Paul's CDC and Paterson Public Schools Board of Education will:

- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

St. Paul's Community Development Corp. (CDC)

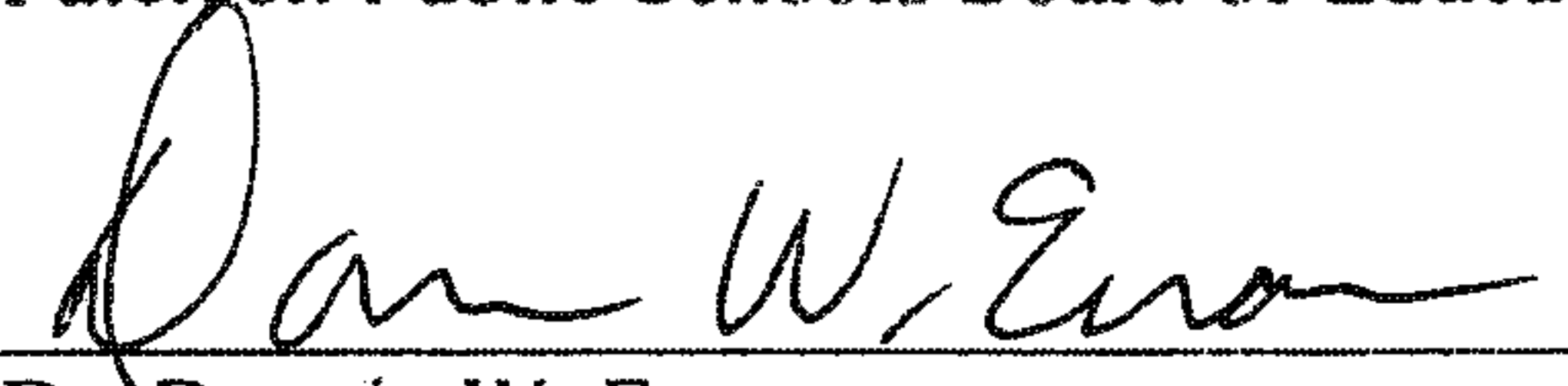


Monique Baptiste
Executive Director

7-15-10

Date:

Paterson Public Schools Board of Education



Dr. Donnie W. Evans
State District Superintendent

7/21/10

Date:

**Memorandum of Understanding
Between
Paterson Public Schools Board of Education
And
The Paterson YMCA**

This Memorandum of Understanding (MOU) describes and confirms an agreement between
Paterson Public Schools Board of Education, and the Paterson YMCA

I. MISSION

Paterson Public School’s mission is to prepare each student to be successful in the institution of higher learning of their choice or for the career of their choosing. Our vision is to be the leader in educating New Jersey’s urban youth. Our strategic plan for 2009-2014 (*Bright Futures*) speaks directly to our commitment to providing effective academic programs (Priority I), creating safe, caring, and orderly schools (Priority II) and developing family and community engagement (Priority III). Goal 5 of Priority III is to establish, develop, and maintain Full Service Community Schools.

The Paterson YMCA is a full-service charitable organization that promotes the values of respect, responsibility, caring and honesty while building the spirit, mind and body. We accomplish this through educational, recreational, cultural and residential programs for residents of all ages, especially youth and families.

Together, the parties enter into this MOU to formalize and clarify expectations and relationships between all parties for the function of creating, implementing, and sustaining the Paterson Public Schools Full Service Community School initiative, and provide a continuum of support to children, their families, and community members within the Paterson community, Paterson Public Schools Board of Education, and the Paterson YMCA agree as follows:

II. PURPOSE AND SCOPE

Paterson Public Schools Board of Education, and the Paterson YMCA believe that community collaboration is fundamental to achieving and sustaining excellence. In an effort to drive student achievement, provide high-quality services, and to contribute to the life of our community, we welcome community partnerships and seek to foster strategic alliances that further the school District’s vision, mission and goals. Partnerships include all segments of our community consisting of parents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, social services providers, physical health and mental health providers, along with the District’s leaders, staff and students.

The Paterson YMCA and the Paterson Public Schools Board of Education will work together to plan a continuum of cradle-through-college-to-career solutions designed to result in positive outcomes for children in Paterson. Paterson Public Schools Board of Education will serve as the lead agency in the Full-Service Community Schools Program

grant, and provide services to youth, including academic support, health and fitness activities and leadership development. We believe that by providing these services, we will help low-income children overcome academic and life challenges faced by many who grow up in neighborhoods of high poverty.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees for the Paterson YMCA are:

Ronald Cope, Director of Y Offsite Afterschool Programs, 128 Ward Street, Paterson, NJ 07505 (973) 684-2320 ext. 46

Jeff Santos, Director of Health & Wellness Services, 128 Ward Street, Paterson, NJ 07505 (973) 684-2320 ext. 38

Michael Moro, Director of Family Services, 128 Ward Street, Paterson, NJ 07505 (973) 684-2320 ext. 31

The organizations will agree to the following tasks for this MOU:

The Paterson YMCA will:

- **Mentoring and other youth development:** Through our LEAP (Leadership Education Apprenticeship of Paterson) program we will provide entrepreneurships for high school students as well as provide school aged afterschool programming.
- **Nutrition services and physical activities:** To help combat the child obesity epidemic we will provide our CATCH (Coordinated Approach To Child Health) program.
- **Match commitment:** \$50,000 (In-Kind from Administrative Services)
- **Manage and communicate data to the Paterson Public Schools Board of Education in a manner agreed upon by the parties,**
- **Provide information necessary to fulfill grant reporting requirements as requested by the Paterson Public School Board of Education.**

The Paterson Public Schools Board of Education will:

- **Receive and administer the grant from the U.S. Department of Education,**
- **Carry out overall program management, including the recruitment and hiring of program staff,**
- **Establish a longitudinal data management system,**
- **Establish evaluation system by a third-party evaluator,**
- **Develop and maintain accurate financial records documenting expenditures of funds provided under the grant consistent with generally accepted accounting practices,**
- **Fulfill all grant reporting requirements established by the U.S. Department of Education,**
- **Develop protocols for use in emergency situations.**

The Paterson YMCA and Paterson Public Schools Board of Education will:

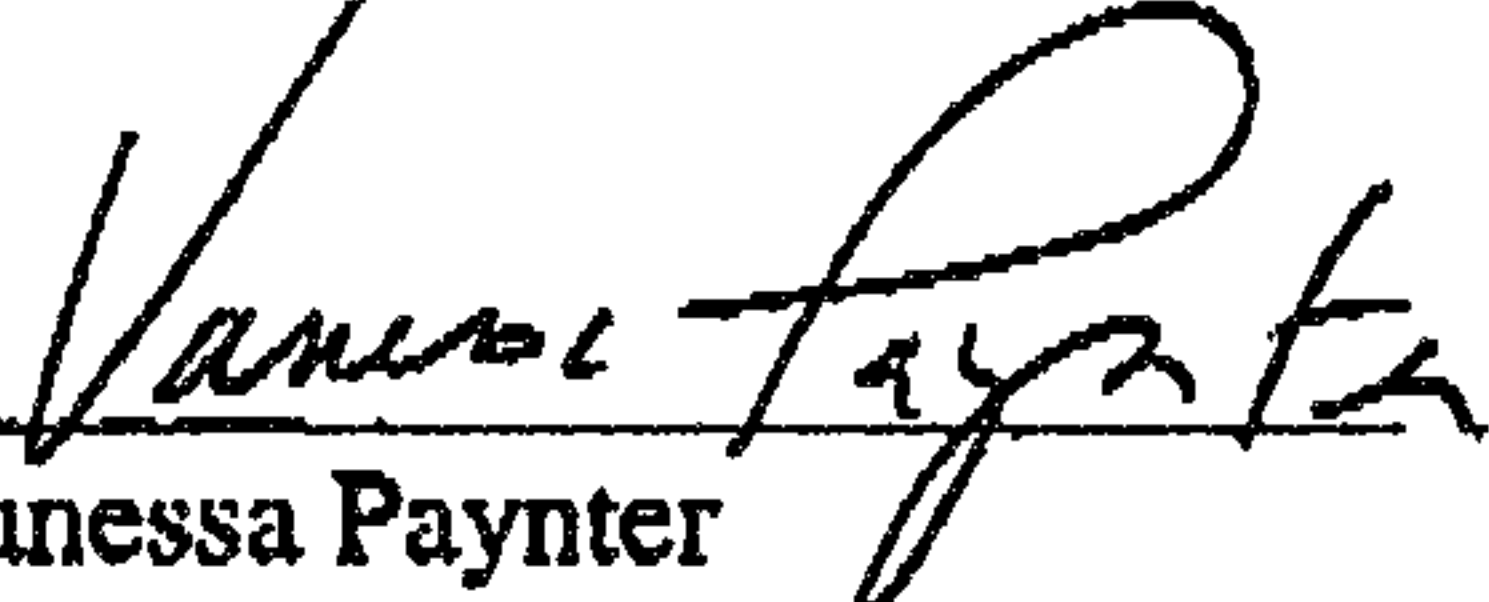
- Structure and plan meaningful opportunities for communication between the parties, including regularly scheduled meetings,

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of five years from the award date of the U.S. Department of Education Full-Service Community Schools Program grant to the Paterson Public Schools Board of Education. The term may be extended upon written mutual agreement. This MOU shall be reviewed at least annually to ensure that it is fulfilling its purpose, and to make any necessary revisions.

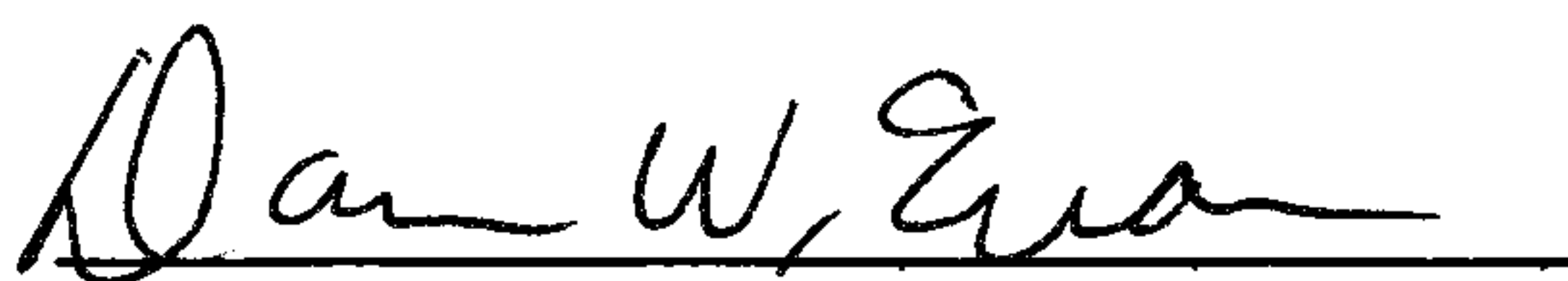
Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

The Paterson YMCA


 Vanessa Paynter
 Executive Director

7/19/10
 Date:

Paterson Public Schools Board of Education


 Dr. Donnie W. Evans
 State District Superintendent

7/21/10
 Date:

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **FSCS Resumes: Paterson Public Schools** Pages: **0** Uploaded File: **Combined_Resumes_merged.pdf**

Tobi Khner
Educational And Instructional Leader

Education

M.A. Education/Administration and Supervision	St. Peter's College, 2006
M.A. Political Science	Northern Arizona University, 2001
B.S. Political Science/Public Administration	Northern Arizona University, 1995

Employment History

2010-Present: Supervisor, Full Service Community Schools, Paterson Public Schools, Paterson, NJ
2009-2010: Teacher Interdisciplinary Coach: Paterson Public Schools #10, Paterson, NJ
2008-2009: Literacy Coach: Paterson Public Schools #10, Paterson, NJ
2002-2008: Elementary Education/Classroom Teacher: Paterson Public Schools #10 & #15, Paterson, NJ
2000-2002: Partnership Development Coordinator & National Recruiter: Eckerd Youth Alternatives, Inc; (EYA) Washington, DC
1998 - 2000: National Meetings Director: Campus Outreach Opportunity League; Washington, DC

Management and Administration

Supervisor: Assess, coordinate, implement, and manage the Full Service Community Schools (FSCS) Initiative from the Paterson Public Schools' (PPS) perspective. Build partnerships with community-based organizations (CBO's), parents and families, and school-based staff with the intent of creating and maintaining FSCS that connect academic, social, and health supports to the school and the community which it serves. Act as a liaison between the PPS and the CBO's to jointly improve the educational outcomes for all of our children.

Substitute Administrator: Acting- Principal and Vice Principal. Addressed issues of labor relations among staff members, implemented new procedures for morning arrival and lunch duty, assigned task-management duties to qualified cafeteria staff to lessen the disruption of students, provided an alternative activity in cases of inclement weather, successfully met with each class in the building and built relationships with students, worked with staff members to provide coverage and alleviate extra costs to the district for missed-preps., met with parents regarding students' behavior and pending out-of-school suspensions, reassigned staff after incident with substitute and students, acted as a buffer between staff members having a dispute with one another regarding school policy and expectations.

Lead Teacher/ Summer School/NJASK After-School: Acting –Administrator for the building. Successfully designed and implemented a 6 week program based on language arts literacy intervention for grades 2-8. Allocated supplies to department heads, oversaw site conditions and accommodations, lead staff members in completing curricular demands, addressed issues of student attendance on a daily basis, made staffing changes based on staff attendance, signed-off on payroll data, compiled data based on the entire program and authored an end of the program report that detailed our successes and our

areas for improvement, I utilized staff in-put to aide in forming the basis of my report, I had to justify expenses and uses for materials. I handled issues of risk management when assessing the health of children, possible allergens in our cafeteria, incomplete medical records, and doctor's notes specifying certain conditions that students could not be around. Developed the curriculum based on student strengths and weaknesses, as presented in state, district, and school-based tests.

Budgeting and Finance: *National Meetings Director:* Responsible for drafting, presenting and balancing a national budget of \$500,000.00. These funds were allocated to as many as ten different regions across the United States for meeting purposes. The budget was prepared annually and was approved by a board of trustees. To aide in additional expenditures I formed several grant writing committees, where we secured many grass-roots and nationally recognized grants ranging from \$10,000 - \$60,000 (Ben & Jerry's, Motts Foundation, Gund Foundation, Make A Difference Foundation, Jump Start, Points of Light Foundation). *Partnership Development Coordinator & National Recruiter:* Responsible for personal expense account and home-office that housed roughly \$20,000.00 in supplies and promotional paraphernalia. I negotiated travel expenses, office equipment contracts, suppliers, and communications suppliers.

Project Management: *National Meetings Director:* Led a team of professionals and volunteers to organize regional meetings on college campuses that coordinated community projects with student/community volunteers. As a non-resident of these host cities, I quickly developed labor relations with prospective workers, assessed a site for risk management concerns, and developed policy and procedural outlines that were explicit and geared towards the host site. *Partnership Development Coordinator & National Recruiter:* Reviewed, wrote, and constructed local and national Requests For Proposals regarding potential partnership ventures between EYA and the submitter. These usually involved exiting EYA camp counselors and future career or educational opportunities.

Curriculum and Instruction

Teacher Interdisciplinary Coach, 2009-2010: Orchestrate the testing and assessment needs of the district with the K-8 school, where we serve approximately 900 students. Develop and supervise in-house assessment tools based on data collected for district and state reporting agencies. Supervise and develop cross-curricular instructional opportunities. Assess the needs of the instructional and support staff and implement the necessary professional development to strengthen and enhance skills. Work collaboratively with all instructional disciplines to implement strategic reading skills and strengthen basic math skills. Supervise Navigation 101, a district mandated initiative that builds life skills in 6th – 8th grade students via enhancing student achievement, building meaningful relationships, involving parents or guardians, and strengthening ties to the community. Construct budget for classroom supplies, student consumables, test-preparation materials, etc. Work collaboratively with the bi-lingual and special education departments to stay abreast of any changes in curriculum, testing, or classroom codes.

Literacy Coach, 2008-2009: Oversee, implement, and drive the Language Arts and Literacy Department for a K-8 building. Orchestrate the student performance levels, based on assessment data, with the district pacing guides to create a more individualized curriculum and track student achievement. Create and implement benchmark assessments that measured student progress on a high-stakes testing platform. Developed a teacher

resource program that encouraged cross-curricular and cross-leveled teaching partnerships within the building. Authored grade 4-8 after-school programs that enriched our students Core Curriculum Content Standards. Provide classroom instructional support and assist in honing the skills of the classroom teacher. Work with the Math, SS, Science, and Health departments to coordinate skill development and lesson planning. Developed curriculum based upon students' ability level.

Fifth Grade Classroom Teacher, 2007-2008: LA, Math, Social Studies, Science, and Health. Successfully developing and implementing cross-curricular, differentiated teaching strategies that center on cooperative learning. Orchestrate small-group dynamics and student-driven coursework. Class is based around the students' needs and abilities. The majority of class time is spent in differentiated small-groups that focus on the mastery of one or two skills at a given time. Incorporate the use of technology into every lesson. Standard teaching principles are based on the implementation of the NJCCCS. Facilitate compliance with Abbott Regulations and consolidate the curriculum to meet state and federal mandates associated with NCLB. Use of data to comprehensively drive instruction and track student progress.

In-School Suspension Coordinator, 2007: Discipline and goal setting. Successfully worked with students to identify the poor choices and behavior patterns they were making. Established new communication processes for students entering the room that required student reflection on the event that occurred, their response to the event, and how the outcome could have been different. Engaged the students in a respectful conversation about their role in making their own choices. Together, we worked at shifting their negative-reaction into positive choice-making.

Second Grade Classroom Teacher, 2006 – 2007: Math, Language Arts, Science, Social Studies, and Health. Successfully facilitated the academic progress of a wide range of social, behavioral, and academically leveled students. Worked to transform the individual student and the collective climate of the classroom. Stressed the importance of community strength and the powerful affect of success. We used humor, tenderness, and structure to raise the performance level in our classroom through cooperative learning. All coursework was based on the NJCCCS. Facilitated compliance with Abbott Regulations and consolidated the district curriculum to meet the state and federal mandates associated with NCLB. Used data to drive instruction and track student progress.

Curriculum and Instruction (cont.)

Fourth Grade Classroom Teacher, 2002 – 2006: Math, Language Arts, Science, Social Studies, and Health. Successfully transformed the performance level of students by implementing a variety of techniques: technology, peer-tutoring, differentiated instruction, grouping (homogeneous and heterogeneous), cooperative learning, scaffolding, cross-curricular activities, and a lot of exposure. By constantly providing exposure to new and different experiences, the students developed a base of prior-knowledge that served as a stepping stone during standardized tests. Facilitated compliance with Abbott Regulations and consolidated the curriculum to align with the NJCCCS and to meet the state and federal mandates associated with NCLB. Used data to drive instruction and track student progress.

Testing and Assessment

- DRA and DRA2 Proctor/Trainer
- Terra Nova K-2 Proctor
- NJASK3-8 Proctor, Teacher/Tutor
- Use of Performance Matters to track assessment progress
- Successfully paired the testing needs and the student's abilities in order to comply with the various IEP's of the students in grades Kindergarten through Eight.
- Implemented testing strategies throughout the school that translated to successful test-taking experiences.
- Developed performance assessments to routinely gauge student progress and demonstrate student ability and aptitude.
- Successfully translate student knowledge of NJCCCS into measurable data that drives instruction

School Climate

Navigation 101: A life skills and planning curriculum for students in grades 6 through 12. I am the supervisor of the PS #10 Navigatio0n 101 program. As supervisor, we are implementing a stronger connection between the community and our students. We are involving parents and guardians in roles that support and empower student decisions. Our advisors are facilitating meaningful service-learning and leadership opportunities for our students. I act as a "producer," so as to ensure all legal documents, permission slips, budgetary items, scheduling, etc. is taken care of for all mentors and students. We end the school year with a culminating activity where all participating students present their accomplishments to their supporters.

Intervention and Referral Services/504 Team Member: Work collectively to identify and gather thorough information on the identified learning, behavior and health difficulties; develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties; provide support, guidance, and professional development to school staff & community members who identify learning, behavior and health difficulties coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans; coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans; review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

School Instructional Leadership Team: Comprised of school administration, math & literacy coaches, and testing facilitator, we met collectively to strategically plan for academic success for our students via teacher readiness, testing preparation, classroom quality, compliance documentation, curriculum, pacing, etc.

School Climate (cont.)

School Leadership Council Delegate: Assisted in the hiring of new staff members, allocated funds to various departments based on student need, addressed concerns raised by staff and student populations, identified key areas for improvement throughout the school, provided aid to families in need. Contributed ideas to the Budget Committee and aided to the allocations for the school year.

Staff Development Coordinator: Worked to engage staff needs with district policy changes, incorporated existing staff knowledge into workshop presentations, implemented the “turn-key” approach when funding was unavailable, creatively planned and executed workshops based on departmental function, aligned cooperative teams across departmental and grade-level association.

School Disciplinary Committee Member: Addressed issues of truancy, absenteeism, social behavioral problems, respect, cooperation, and language. Developed a Student Code of Conduct Handbook, to be disseminated among the students, which identified expectations and consequences for their actions. Created school policy, addressing procedures and outlining the proper channels to follow concerning student insubordination. Explored creative options regarding student involvement in determining disciplinary action on one another. Involved other learning teams in the dialogue regarding student disciplinary procedures (CST, counseling department, student government, In-School Suspension Coordinator, extra-curricular organizations).

Fourth Grade Facilitator: Addressed issues regarding classroom performance and abilities. Constant attention to preparedness for NJASK. Continual cross-curricular planning regarding content area, NJCCCS, student achievement/review, pacing, and social activities, field trips, and class projects. Worked closely with Math and Language Arts Coaches to track class benchmarks and student mastery of NJCCCS.

Community Relations

- Extensive use of public relations and constituent outreach programs that connect the classroom with the community stakeholders (Read-Across America, guest speakers, community action plans, food-drives, fund raisers, charitable committees, Parent-Teacher Association, Key Club-Kiwanis, Rotary, Political Action Committees, Community Message Board, Student Government, Small Business Owners Association, colleges and universities)
- Paterson Education Association Delegate (Paterson PS #10)
- Successfully acted as a liaison between parents and educational teams (CST, counseling department, DYFS)
- Managed the educational needs of regional constituents while planning national site-based meetings
- Created campus-based partnerships to foster community-based service programs
- Coordinated community outreach programs and community service opportunities
- Developed corporate sponsors for educational program

Honors and Distinctions

Kappa Delta Pi, Honor Society for Education
Teach for America Alumnus, 2002

Madeline Roman

(b)(6)

Objective: Provide administrative and educational leadership as a school principal for a public school system in the state of New Jersey

Education:

Hunter College	1984 - 1989
William Paterson University <i>Bachelor's of Arts in Sociology</i>	1991 - 1994
New Jersey City University, <i>Masters Administration & Supervision</i> <i>Bilingual/ESL Certification</i>	1996 - 2002

Certificates:

K – 8 Elementary Teacher
Bilingual/Bicultural
ESL Certification
Principal's Standard Certificate
Supervisor's Certificate

Experience:

Paterson Board of Education

Division of Academic Support Services

Director of Academic Support Programs & NCLB

February, 2009 to Present

- Responsible for administering the 21st Century Learning Community Grant and the No Child Left Behind (NCLB) Grant and programs.
- As part of NCLB program funding, I collaborate with the Department of Curriculum & Instruction to design and implement district programs, instructional strategies, and professional development to enhance student performance.
- Developed an intensive Saturday literacy program for 5th and 6th grade students using the Reader's and Writer's workshop model that is thematically based.
- In addition, responsible for the success of Supplemental Educational Services and the vendors that provides these services to children during after school.
- Responsible for running after school and summer school programs for K -12.
- Provide and design professional development trainings to assist academic support teachers in implementing intervention strategies that will assist in closing the achievement gap.
- Coordinate all TITLE I SIA Part a and Part g funding with the individual schools
- Coordinate and manage Non-public Schools Title I and Chapter 192 funding

- Provide technical assistance to schools in need of improvement with their individual SINI Unified plan and CAPA recommendations

Paterson Board of Education

Department of Curriculum & Instruction

Office of Elementary Literacy K – 8/Academic Support Programs

Director of Elementary Literacy K – 8/
Academic Support Programs

April, 2005 to January 31, 2009

- Developed and implemented the Three Tier Method of Intervention Instruction for Language Arts Literacy and Mathematics, which increased individualized instruction for our struggling students.
- Trained teachers and administrators on the three tiered method and provided supplemental research based resources for intervention instruction.
- Coordinated the after school and summer school program which entails the budgeting, hiring of teachers and staff development of curriculum used for these programs.
- Conducted and coordinated numerous staff development sessions on reading intervention strategies for academic support teachers and resource teachers for instructional purposes during the 90 minute uninterrupted block and for additional instructional time as required by the three tiered method.
- Analyzed and interpreted DIBELS and DRA assessment data in order to support elementary school principals in grouping students for additional intervention instruction.
- Created and managed a \$500,000.00 budget and other C & I budgets to ensure sufficient fiscal support for district initiatives in Language Arts Literacy and Math intervention.
- Supervised four Literacy District Coaches and two Language Arts Literacy Supervisors.
- Participated in the District's Literacy Council in creating grades 1 – 3 performance based benchmarks for Language Arts Literacy, and program implementation walkthrough protocol for Language Arts Literacy
- Created LAL Curriculum Frameworks and Strategic Plan for the district.
- Developed board actions for Board of Education approvals of district initiatives.

Paterson Board of Education

L.E.A.P. Department

L.E.A.P. Language Arts Supervisor

(Literacy Enrichment Academic Program)

January, 2004 – April, 2005

- Supervised a staff of three resource teachers, thirty two L.E.A.P. tutor teachers, and five instructional assistants.
- My responsibilities entail staff development, teacher evaluations, and the monitoring of the Literacy Enrichment Academic Program.
- As the supervisor I have worked closely with all the L.E.A.P. tutors in providing them with the resources that will enable them to provide the intervention needed by our struggling readers.

- The program was for students in grades 1, 2, 5, and 6 who were below grade level in reading.

Paterson Board of Education
Bilingual/ESL Department
Bilingual/ESL Supervisor

July, 2002 – January, 2004

- As the Bilingual/ESL Supervisor I was in charge of Cluster II and III for the district of Paterson.
- Conducted numerous staff development on Second Language Acquisition and Sheltered Instruction Observation Protocol (SIOP). I am one of the two coaches for SIOP in the district of Paterson. This training was sponsored by the NJ Department of Education.
- Collected data from the Idea Proficiency Test (IPT), an English proficiency assessment, in order to provide teachers with resources, techniques, and strategies for instructional purposes.
- Conducted surveys in order to assess the needs of our teachers and students, such as materials: textbooks and supplies. Participated in all textbook selection committee from Elementary to High School.
- I was involved in the process of developing bilingual/ESL philosophy and program design with the Stupski Foundation.
- Developed brochures for the ACES program in order to provide parents with this information.
- Translated in Spanish many documents involving the No Child Left Behind Act, such as School Choice and Supplemental Educational Services.
- Conducted workshops for parents on informing them about NCLB and its implication on bilingual education and other services.

Paterson Board of Education
Science Resource Teacher, Cluster II

December, 2001 – June, 2002

- Worked as a support teacher for all Science teachers in Cluster II in the district of Paterson.
- Responsible for providing staff development and conducting lessons.
- Provided teachers with resources that will improve instruction in science, GEPA, and NJASK assessment.
- Worked in conjunction with the Science Supervisor and other science resource teachers in preparing NJASK and GEPA Interim mini – assessments.

Paterson Board of Education
School # 24
Science Lab Teacher

1999 - 2001

- Taught physical, earth and life sciences to third, fourth, seventh and eighth grade students.

- Worked collaboratively with the classroom teachers to reinforce science instruction, with activities/experiments, concepts taught in the classroom.
- Provided students with hands on experiments that can be applied to all sciences.

Paterson Board of Education

School # 3

Elementary School Teacher

1994 - 1999

- While teaching at School # 3 I taught first grade for four years and six grade for three years.
- Attended many early childhood development workshops and implemented all strategies and techniques learned.
- I was also the Home School Council treasurer responsible for maintaining HSC budget and ledgers.
- As a first grade teacher I worked in collaboration with other teachers in the reading instruction to group kids according to their reading level. I taught English and Spanish Language Arts.
- As a six grade teacher I taught Language Arts in Spanish to newcomers and English Language Arts to ELL students who were ready to transition into the English language. I also taught Language Arts to the mainstream students.
- During my teaching years at School # 3 I was awarded a scholarship to NASA for two weeks with all expenses paid. The staff development entailed many different areas that NASA is involved in.

Paterson Board of Education

School # 9

Summer Immigrant Program

1996 - 1998

- Helped students understand the American way (culture) by introducing them to our customs and life styles. This made the transition from their country to ours a more pleasant and smooth one.
- This program prepared the students for the new challenges that they would encounter in their new school learning environment.
- Taught science for ELL's in grades sixth, seventh and eighth.

Paterson Board of Education

School # 2

Adult School Program

1996 – 1997

- Taught English to a group of non-English speaking immigrants.

Paterson Board of Education

School # 15

Substitute Teacher

1993 – 1994

- I was a permanent substitute for a first grade class. During this substitute period I acquired the discipline and experience necessary in the teaching field. I developed “hands on activity” lessons for first grade bilingual students.
- Studied and analyzed student behavior with the participation of parents.

Neurological Professional Associates

Medical Billing Secretary

1991 – 1993

- My duties and responsibilities were to complete insurance forms and billing cycles.
- My general office duties included translation to Spanish speaking customers, and also processed P.I.P. claims for automobile accidents.

Paterson Board of Education

Bilingual/ESL Department

2000 - 2001

(Consulting Work)

- I served as the Science Consultant for the 2000 and 2001 Summer Immigrant Program.
- Conducted science workshops for teachers in grades K – 8.
- Provided teachers with proper resources for English Language Learners.

Paterson Volunteer Program

Tutor

1992

- Worked with a group of six graders and excellent certified teachers. I tutored the children in groups and on an individual basis.
- Graded exams, worked on special projects, prepared homework assignments, and reviewed them during class instruction.

Internships

New York City Department of Health

Intern

1989

- I had the privilege to be a part of the research conducted by the NYC Department of Health on the effectiveness of public clinics for the purpose of improving patient services. The project required visiting, interviewing clients and staff at various City Health Clinics. This research helped assess and improve the future needs of the patients using these services.

World Association of Former United Nations

Intern

1988

- Responsible for insuring accommodations for a conference held in Jamaica for the environmental people that were studying the ecosystem and ecology.
- Coordinated documents and general office duties.

Organizations/Recognitions

- * Kappa Delta PI (International Honor Society in Education)
- * National Aeronautics and Space Administration (Certificate of Achievement)
- * NJEA Teachers Association
- * IRA International Reading Association
- * ASCD
- * Sheltered Instruction Observation Protocol Model Training Certificate, NJ Department of Education

Additional Certification

- * Early Childhood Development
- * Lunar Certified
- * Certificate of Achievement from the Department of Health of N.Y.C.
- * FANS (Families Achieving National Standards in Math, Science and Technology) workshop leader

Special Skills

Fluent in Spanish
Knowledgeable in Microsoft
Word, Excel and Power Point

Maria E. Santa

(b)(6)

(Work) Tel. 973-321-0051
email: msanta@paterson.k12.nj.us

OBJECTIVE To continue to strengthen and enhance leadership skills as a school administrator
VE and as an
educator through as our school becomes a Full Service Community School.

PROFESSIONAL EXPERIENCE

June 2009 – Present

Paterson Public School Number 5

Paterson, N.J.

Principal

- Perform all the duties required of a school administrator in a 1-8 elementary school.

January 2007 – June 2009

Paterson Public School Number 29

Paterson, N.J.

Principal

- Perform all the duties as required of an elementary school principal in a K- 4 school.

July 2005 – January 2007

Paterson Public Schools

Paterson, N.J.

Supervisor of Assessment

- Oversee the implementation and administration of the Paterson Assessment System in grades K – 8. This includes the screening assessments (DIBELS, DRA), formative assessments (ELAS), and summative assessments Terra Nova K – 2, NJASK 3 – 7, GEPA grade 8, ACCESS K – 12.
- Develop, plan and deliver staff development to principals, vice principals, facilitators, literacy coaches and teachers on the uses of data to guide instruction.
- Conduct staff development on all assessments implemented in grades K – 8 for facilitators, coaches and teachers.
- Participate and conduct grade level meetings and building based staff development on the administration of all assessments and the use of data for instructional purposes.
- Responsible for data analysis and score interpretation for all assessments in grades K – 8.
- Design and create test administration handbooks to be used at the school level by facilitators and coaches.
- Work alongside the language arts, bilingual and staff development departments to plan and conduct staff development for administrators and

teaching staff.

- Provide training as needed in all areas of assessment to central office staff, administrators and teaching staff.

October 2002 – June 2005

Supervisor of Language Arts Literacy Paterson Public Schools Paterson, N.J.

- Supervise the implementation of the language arts literacy program in the thirteen elementary schools that composed Cluster I.
- Provide staff development in all areas of language arts literacy to teachers in grades K – 8.
- Participate and conduct grade level meetings around the different areas within language arts literacy.
- Observe classroom teachers in the delivery of language arts instruction; following pre observation and post observation requirements. Produce complete written observations of staff.
- Evaluate, revise and write curriculum
- Develop teaching units for the after school and summer school programs.
- Collaborate with other language arts supervisors to develop, plan and conduct district wide staff development.
- Use data analysis of standardized tests to plan and conduct targeted staff development.
- Create a staff development plan for all schools in Cluster I tailored to the needs of each school.
- Prepare a staff development survey for all schools in Cluster I
- Revise the Strategic Plan for each school in Cluster I.
- Conduct demonstrative lessons as requested by teachers in grades K – 8.
- Prepare the budget pertaining to language arts literacy in Cluster I.
- Conduct “walk throughs” of classrooms and schools.
- Member of the Internal CAPA Team of the Paterson Public Schools
- Member of the district’s Literacy Council
- Project manager for Stupski Foundation

January 2001 – September 2002
N.J.

Paterson Public Schools

Paterson,

District Language Arts Resource Teacher

- Oversee the implementation of the LEAP intervention program in grades 1, 2, 5, 6.
- Collaborate in writing and completing the Reading First Grants for submission to the NJDOE.
- Provide staff development to all LEAP reading intervention teachers.
- Provide language arts staff development as requested by schools.
- Conduct reading intervention demo lessons.
- Assist the language arts supervisor in all duties within the department.

September 1998 – December 2000

School Level Facilitator

Roberto Clemente Elementary School

Paterson, N.J.

- Facilitator of the Math program under the Success For All model in grades 1-4.
- Responsible for training all teachers in the implementation of the math program.
- Conduct demonstrative lessons on the use of Success For All Math.
- Collect, analyze and interpret math data obtained from the math program.
- Collaborate with other SFA facilitators to improve program implementation.
- Co chair of the School Management Team (SMT).
- Collaborate with the school principal to prepare the school based budget.
- Plan and conduct parent “make and take” math workshops.
- Provide math tutoring to students in grade 4.
- Develop the curriculum for the after school math program.
- Conduct after school program math lessons.

September 1992 – June 1998

Roberto Clemente Elementary School

Paterson, N.J.

Grade 4 Bilingual Teacher

- Self contained bilingual teacher (all content areas inclusive of ESL)
- Created, designed and implemented interdisciplinary, thematic teaching units
- Developed and established a partnership with Somerville Elementary School in Ridgewood, New Jersey. Our class partnered with a fourth grade class from Somerville Elementary; students were pen pals as well as the teachers. Classes visited each other and corresponded throughout the year. The year culminated with a multicultural activity.
- Plan and conduct parent meetings and workshops.

September 1990 – June 1992

John L. Costley Middle School

East

Orange, N.J.

Grade 5/6 Bilingual Teacher

- Combination 5/6 self contained bilingual class.
- Developing ESL teaching units.
- Collaborate with the bilingual supervisor in writing the bilingual/ESL curriculum.

August 1989 – June 1990

American University

Manati, Puerto

Rico

English Language Instructor

- Provide English language instruction to freshmen students.
- Develop ESL curriculum, lessons and adoption of materials.
- Provide students with conversational skills and interpersonal communication.
- Conduct laboratory lessons.

September 1985 – June 1989 Public School # 15 Paterson, N.J.
Grade 4, 5, 6 Bilingual Teacher

- Self contained bilingual/ESL teacher
- Looping was instituted, I taught grades 4 – 6
- Developed thematic teaching units.
- Adapted materials for Port of Entry students.
- Collaborated in writing the district's ESL curriculum.

**August 1983 – May 1985 Francisco Coira Elementary School Ciales,
Puerto Rico**
Grades K – 3 Teacher

- Teacher of language arts literacy to students in grades K – 3.
- Develop cross curriculum lessons.
- Collaborate in curriculum writing for grades K – 4.

EDUCATION

**January 2006 - December 2007 NJEXCEL Educational Leadership Program
NJPSA/FEA,**

Monroe

Township, N.J

- Completion of the program will lead to a certificate of Eligibility as Principal
- Passed the SLLA (School Leaders Licensure Assessment) on September 16, 2006
- Courses have covered the ISLIC standards for educational leadership.
- Modules have covered the following among other areas: School Finances and Budget, Data Driven Decision Making, Special Education Issues, Bilingual/ESL, School Law, Safety and School Environment, Community and Stakeholders Involvement, Research-Based School Improvement, Technology, Strategic Planning, Professional Learning Communities.

**2000 – 2002 Supervision Certification Program Jersey City State University
Jersey City, N.J**

**1997 – 1999 Masters of Education William Paterson University
Wayne, N.J**

**1988 Bilingual/ESL Certification Program William Paterson University
Wayne, N.J.**

**1983 Bachelors of Arts in Hispanic Studies University of Puerto Rico
Rio Piedras, P.R.**

COMPUTER SKILLS

Knowledge of Microsoft Word, Excel, Power Point

CERTIFICATIONS

- School Superintendent Certificate of Eligibility
- Principal Standard Certificate
- Supervisor
- Elementary School Teacher
- Teacher of Bilingual/Bicultural Education
- Teacher of Spanish
- Teacher of English as a Second Language

PROFESSIONAL INTERESTS

- Program and curriculum design
- Planning and conducting staff development
- Developing interdisciplinary and thematic teaching units
- Research in education

LANGUAGES

- English, Spanish, French

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

- Association of Curriculum and Supervision (ASCD)
- International Reading Association (IRA)
- Teachers of English to Students of Other Languages (TESOL)
- Instructor
- Teaching K – 8
- NJPSA

References Furnished Upon Request

(b)(6)

ROSALIE BESPALKO

EMAIL RBESPALKO@PATERSON.K12.NJ.US

EDUCATION

1965	St. Mary's High School	Diploma	Rutherford, NJ
1969	William Paterson University	B.A. Degree	Wayne, NJ
	Early Childhood Education		
	Adelphi University		Garden City, NY
1975	M.A. Elementary Education		
	Principal's Certification		
1981	William Paterson University (M.A. +30)		Wayne, NJ
2003	William Paterson University (3 credits)		Wayne, NJ
	Diversity in Education		

CERTIFICATES

- Elementary School Teacher
- Principal/Supervision Certification

PROFESSIONAL EMPLOYMENT HISTORY

Paterson Public Schools, Paterson, NJ

July 2006 - Present

Vice Principal of B.U.I.L.D. Academy

- Restructured heterogeneously classes in grades 6 to 8
- Mentored teachers in RBC's
- Initiated a mentor program with students and teachers
- Interviewed H.Q.T. to teach at B.U.I.L.D. Academy
- Supported, welcomed, and trained in the Synergistic Lab Program installed by PITSCO, Inc., In grades 7 & 8 in four core subject areas (Literacy, Math, Science, Social Studies And Science
- Initiated a Junior Student Government Association in grades 5 to 8 for the 2009 – 2010 school year
- Initiated a Junior National Honor Society in grades 6 to 8 during the 2008 -2009 School year
- Supervised and interviewed students for the expansion of B.U.I.L.D. in grades 1 to 8 for the 2009 – 2010 school year
- Initiated a school uniform policy in B.U.I.L.D. Academy in all grades
- Initiated a Student/Parent/Principal Behavior contract for all students at B.U.I.L.D. Academy
- Supervised all fund raising activities for school, implementing a student activity account
- Planned all field trips, field days and on campus activities for staff and students
- Planned in-service workshops for staff with C.I.A.
- Lead all faculty meetings
- Sent home monthly newsletter to parents
- Planned parent forums for information on Healthy School Climate
- Prepared a Student and Staff Handbook
- Supervised lunch periods
- Worked with C.S.T. to support Resource Students
- Coordinated scheduling of classes
- Conducted class & teacher observations daily, documenting " learning walks" forum
- Implements Connect-Ed weekly to student and staff community with important news, information and events
- Evaluated all teachers and staff

- **Oversaw general maintenance of building with Chief Custodian**

Paterson Public Schools, Paterson, NJ

09/1994 – 6/2006

Vice Principal of School 21

- **Coordinated all 8th grade activities for Graduation**
- **Supervised grades 1 to 8 in all aspects of education, instruction, discipline, & conduct**
- **Coordinated fund – raising for school**
- **Coordinated Career Day for grades 6 – 8**
- **Coordinated HSC Meetings**
- **Supervised 2 lunch periods daily**
- **Coordinated scheduling**
- **Worked with C.S.T. to mainstream Resource Students in regular education classes**
- **Mentored female students in grades 5 to 8**
- **Coordinated all field trips for upper grades**
- **Conducted daily class learning walks and observations of all teachers in grades 5 to 8**
- **Observed and evaluated non-tenured teachers regularly**
- **Observed and evaluated tenured teachers regularly**
- **Coordinated school pictures**
- **Advisor to 8th grade yearbook**
- **Executive Advisor to Cheerleading Squad**
- **Worked with home School Liaison Person to reach out to parents for school functions**
- **Advisor to Latin Club**

Student Teaching

- **Franklin School, East Rutherford, NJ 1969**

Teaching Experience

Paterson Public School District

- **School 11 (Grade 1) 1969 - 1971**
- **School 25 (Grade 1) 1971 – 1973**
- **School 25 (Grade 2) 1991 – 1993**
- **School 25 (B.S.I.) 1993 – 1994**
- **School 19 (Grades 3,4,5) 1977 – 1987**
- **Kindergarten 1989**

Garden City School District, Long Island, NY

- **Locust School (Grade 1) 1973 – 1976**
- **Stewart School (Grade 3)**

Administrative Experience

Acting Principal at various schools in the Paterson School District

- **School 25 & Roberto Clemente 1992-1993**
- **School 1 1993, 1994**
- **Dale Avenue 1993**
- **School 11 1993**
- **School 24 1994**

Activities in High School

- **National Honor Society**
- **Glee Club**
- **Class President**
- **Cheerleading**
- **Student Council**
- **Sodality**
- **Art Club**
- **French Club**

Activities in College

- **Cheerleading**
- **Phi Omega Psi**
- **Sorority President**
- **Inter-Fraternity**
- **Sorority Council**

Community Affiliations

President

- **Woman's Club of Carlstadt, Palisades District**

References available upon request

Project Narrative

Budget Narrative

Attachment 1:

Title: **FSCS Budget Narrative: Paterson Public Schools** Pages: **0** Uploaded File: **FSCS Budget Narrative.doc**

**U.S. Department of Education
Full Service Community Schools Grant
Paterson Public Schools**

Budget Narrative

Federal Funds: Year 1

Personnel

Full Time Site Coordination (1 Site Coordinator x \$50,000 salary x 40%)

40% of the time of a full-time Site Coordinator will be covered by grant funds. (The remaining 60% will be paid through a contract to New Jersey Community Development Corporation, the Site Coordinator's direct employer)

Fringe Benefits

Site Coordinator Salary x 33%

A 33% benefit rate is standard in our school district, and covers health insurance, worker's compensation and pension costs.

Travel

Costs of \$3,620

Driving to sites @ .31/mile for 2,000 miles = \$620

Flights to national FSCS conference for 4 staff members x \$300 airfare = \$1,200

Lodging at the conference for 4 staff @ \$150 per night x 3 nights = \$1,800

Equipment

There are no equipment costs.

Supplies

Total costs \$3,600

Office supplies @ \$300/month x 12 months

Contractual

New Jersey Community Development Corporation

- 60% of the Cost of the Full Time Site Coordinator: $\$50,000 \times 60\% = \$30,000$
- Fringe (covering health insurance, worker's compensation and pension) for Site Coordinator at 33% ($\$50,000 \times 60\%$) x 33% = \$9,900
- Administrative Assistant: 40 weeks x 5 hrs/day x \$20/hr = \$4,000
- Administrative Assistant Fringe @ 18%: 40 weeks x 5 hrs/day x \$20/hr x 18% = \$720
- College Bound/Career Program: 7 months x 4 meetings/month @ \$35 + \$10,000 for field trips = \$10,980
- Certified Teachers: $\$34/\text{hr} \times 6 \text{ hrs}/\text{wk} \times 30 \text{ wks} \times 2 \text{ session} = \$12,240$
- Bullying/Violence Prevention Specialist: 1 day/wk x \$150/day x 30 wks = \$4,500
- Summer Youth Employment Specialist: 40 hrs/wk x \$20 x 8 wks = \$6,400
- School Day Sports/Fitness Specialist 4 days/wk x 2 hrs/day x 36 wks x \$34 = \$9,792
- Monitoring and Travel: Total Costs \$1,370
 - Driving to sites @ .31/mile for 2,000 miles = \$620

- Flights to national FSCS conference for Site Coordinator x \$300 airfare = \$300
 - Lodging at the conference for Site Coordinator @ \$150 per night x 3 nights = \$1,50
 - Family Nights: 3 events x \$3,000= \$9,000
- Subtotal: \$98,902

Paterson YMCA

- CATCH Fitness and Nutrition Program 36 wks x 4 days/wk 2 hrs/day x \$15 = \$4,320
 - STEM Instruction: 36 wks x 2 days/wk x 2 hrs/day \$34= \$4,896
 - Performing Arts: 36 wks x 3 days/wk x 2 hrs/day \$25 = \$5,400
 - Visual Arts: 36 wks x 3 days/wk x 2 hrs/day \$25 = \$5,400
 - Arts Field Trips: 10 trips x \$800/trip = \$8,000
 - Art Supplies: \$25/students 250 students = \$6,250
- Subtotal: \$34,266

Paterson Education Foundation

- Navigation 101 Student Advisory Program: \$30/hr x 10 hrs = \$3,000
 - Navigation 101 Staff Training \$100/hr 12 hrs = \$1,200
 - Computer Loans: \$2,500
 - College Track Workshops: \$120/workshops x 10 workshops = \$1,200
- Subtotal: \$7,900

St. Paul's Community Development Center

- Adult Literacy: 3 hrs/wk 36 wks x \$25/hr = \$2,700
 - Youth Literacy: 3 hrs/wk 36 wks x \$25/hr = \$2,700
 - Adult and Youth GED: Flat rate quoted as \$20,000
- Subtotal: \$25,400

Catholic Family & Community Services

- Service Coordinator: 50% of salary x \$45,000 = \$22,500
 - Workshops for Disabled and Immigrants: \$350/workshop x 1/mo x 10 mos + \$10/mo for food = \$4,500
 - Workshops for Hearing impaired Youth and Families:(\$350 workshops x 10 mos x 1 workshop/mo = \$3,500
- Subtotal: \$30,500

Paterson Public Library

- Literacy Workshops/Literacy nights: 10 workshops x \$350/workshop - \$3,500
 - Bookmobile 10 visits x \$700/visit = \$7,000
 - Supplies and materials: \$4,500
- Subtotal: \$15,000

Clinical Outreach LLC

- Medical equipment: \$16,495

- Funds to cover those without insurance coverage: \$89,000
 - Billing Shortfall: \$33,000
- Subtotal: \$138,495*

Children's Aid Society

- Technical Assistance @ \$40,000

Non Federal Funds Year 1

All match funds from JP Morgan Chase

- Medical Professional: Salary of (b)(4)
- Billing Specialist: Salary of (b)(4)
- St. Paul's Community Development Center Social Service Support Staff (5 hrs/wk x 36 wks x (b)(4)
- St. Paul's Community Development Center Coordinator: (b)(4)
- NJCDC Supplies: (b)(4)

Federal Funds: Year 2, 3, 4, 5

Contractual

New Jersey Community Development Corporation

- 40% of the Cost of the Full Time Site Coordinator: $\$50,000 \times 40\% = \$20,000$
- Fringe (covering health insurance, worker's compensation and pension) for Site Coordinator at 33% ($\$50,000 \times 40\%$) $\times 33\% = \$6,600$
- College Bound/Career Program: 7 months \times 4 meetings/mo \times 3 schools = $\$2,940$
- Summer Youth Employment Specialist: 40 hrs/wk \times $\$20$ \times 8 wks = $\$6,400$
- School Day Sports/Fitness Specialist 4 days/wk \times 2 hrs/day \times 36 wks \times $\$34$ \times 3 schools = $\$7,344$
- Monitoring and Travel: Total Costs $\$1,370$
 - Driving to sites @ $\$.31/\text{mile}$ for 2,000 miles = $\$620$
 - Flights to national FSCS conference for Site Coordinator \times $\$300$ airfare = $\$300$
 - Lodging at the conference for Site Coordinator @ $\$150$ per night \times 3 nights = $\$150$
- NJCDC Supplies: $\$300/\text{month}$ \times 12 mo = $\$3,600$

Paterson YMCA

- Site Coordinator $\$50,000 \times 60\% = \$20,000$
- Site Coordinator Fringe @ 33% = $\$6,600$
- CATCH Fitness and Nutrition Program 36 wks \times 1 days/wk \times 2 hrs/day \times $\$15$ \times 3 schools = $\$3,240$
- STEM Instruction: 36 wks \times 1 days/wk \times 2 hrs/day \times $\$34$ 3 schools = $\$7,344$
- Performing Arts: 36 wks \times 3 days/wk \times 2 hrs/day \times $\$25 = \$5,400$
- Visual Arts: 36 wks \times 3 days/wk \times 2 hrs/day \times $\$25 = \$5,400$

Lead Agency at Napier

- Site Coordinator $\$50,000 \times 60\% = \$20,000$
- Site Coordinator Fringe @ 33% = $\$6,600$

Paterson Education Foundation

- Navigation 101 Student Advisory Program: $\$30/\text{hr}$ \times 10 hrs = $\$3,000$
- Navigation 101 Staff Training $\$100/\text{hr}$ 12 hrs = $\$1,200$

St. Paul's Community Development Center

- Adult Literacy: 3 hrs/wk 36 wks \times $\$25/\text{hr}$ 3 schools = $\$8,100$
- Youth Literacy: 3 hrs/wk 36 wks \times $\$25/\text{hr}$ 3 schools = $\$8,100$
- Adult and Youth GED: Flat rate quoted as $\$20,000$

Catholic Family & Community Services

- Service Coordinator: 50% of salary \times $\$45,000 = \$22,500$
- Workshops for Disabled and Immigrants: $\$350/\text{workshop}$ \times 1/mo \times 10 mos \times 3 schools + 1,000 food = $\$11,500$
- Workshops for Hearing impaired Youth and Families: ($\$350$ workshops \times 10 mos \times 1 workshop/mo \times 3 schools = $\$10,500$

Paterson Public Library

- Literacy Workshops/Literacy nights: 10 workshops x \$350/workshop - \$3,500
- Bookmobile @ \$2,500

Clinical Outreach LLC

- Medical equipment: \$22,990
- Medical Professional at 2 schools: \$55,000 x 2 schools = \$110,000
- Funds to cover those without insurance coverage: \$30,000
- Billing Shortfall: \$10,000

Children's Aid Society

- Technical Assistance @ \$40,000

Non Federal Funds years 2, 3, 4, 5

Personnel

Full Time Site Coordination (1 Site Coordinator x (b)(4))

40% of the time of a full-time Site Coordinator will be covered by grant funds.

Fringe Benefits

Site Coordinator Salary x 33%

A 33% benefit rate is standard in our school district, and covers health insurance, worker's compensation and pension costs.

Travel

Costs of \$3,620

Driving to sites @ .31/mile for (b)(4)

Flights to national FSCS conference for 4 staff members (b)(4)

Lodging at the conference for 4 staff @ \$150 per night x (b)(4)

Equipment

There are no equipment costs.

Supplies

Total costs (b)(4)

Office supplies @ (b)(4)

Contractual

- Certified Teachers at School #5: (b)(4)
- Certified Teachers at NRC: (b)(4)
- Certified Teachers at Napie (b)(4)
- Bullying/Violence Prevention Specialist: (b)(4)
- (b)(4)
- Arts Field Trips: 6 trips x (b)(4)
- Art Supplies: (b)(4)

- Family Nights 3 events x (b)(4)
- Computer Loans: (b)(4)
- College Track Workshops: (b)(4)
- Site Coordinators: (b)(4)
- Site Coordinator fringe = (b)(4)
- St. Paul's Social Services Support Staff: (b)(4)
- St. Paul's Social Services Support Staff \$ (b)(4)
- Medical equipment: (b)(4)
- Medical Professional (b)(4)
- Billing Specialist @ (b)(4)

Project Narrative

Project Narrative

Attachment 1:

Title: **FSCS Narrative: Paterson Public Schools Pages: 0** Uploaded File: **Full Service Community Schools Narrative 7-22.doc**

Full Service Community Schools

I. Quality of Project Design

The Paterson Public School (PPS) district is fully committed to developing a Full Service Community Schools (FSCS) Initiative in Paterson, New Jersey. State District Superintendent Donnie W. Evans has added the conversion of schools to FSCS models to his strategic plan, a change that is strongly supported by principals, teachers and families. PPS has already selected three schools to be converted over the next two years, and reached out to national expert Children's Aid Society for assistance.

a. Project Goals and Objectives

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

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

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

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

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

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

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

b. Target Community: Paterson, NJ is considered by many to be “the cradle” of the industrial revolution in America. It was founded in 1791 as the nation’s first planned industrial city, and the great power of its waterfalls enabled it to become one of the leading industrial centers in the US. However, with the decline in manufacturing in the last century, Paterson fell into steep downturn from which it has yet to recover. Paterson’s current median family income of \$38,921 is 40% less than the national average of \$63,211,¹ despite a high cost of living. 22.5% of families live below the poverty level, compared to 9.6% nationally,² while 32% of Paterson children live in poverty, nearly 3 times the state average of 12%.³ The population is 50.1% Latino and 32.9% black; 33% are foreign-born.⁴ 59.1% of residents speak a language other than English at home.⁵ The 2009 unemployment in Paterson’s county of Passaic was 11.2%, compared to the national rate of 9.3%⁶; various estimates have Paterson’s unemployment rate ranging up to 16.4%.⁷ Crime rates are high; car theft is 1.41 times the national average, the murder rate is 1.72 times the

¹ United States Census Bureau, 2006-2008 American Community Survey 3 Year Estimates

² Ibid.

³ Association for the Children of NJ, City Kids Count Data 2006

⁴ United States Census, 2006 Quick Facts

⁵ United States Census Bureau, 2006-2008 American Community Survey 3 Year Estimates

⁶ US Dept. of Labor Bureau of Labor Statistics, Local Area Unemployment Statistics

⁷ www.cityrating.com, http://www.bestplaces.net/city/Paterson-New_Jersey.aspx

national average and the robbery rate 2.03 times the national average.⁸ The Bloods (including their ultra-violent Sex, Money, Murder wing), Crips and Latin Kings are all active.

Individuals in Paterson are also plagued by health problems related to their environment. Fourteen air toxins associated with causing elevated cancer and non-cancer risks have been identified in Passaic County.⁹ Passaic County has the 5th highest hospitalization rate for asthma in NJ,¹⁰ while Paterson has more than three times the state average for asthma hospitalization rates.¹¹ 21% of Paterson 3rd graders have been diagnosed with asthma or a related health problem.¹²

In addition, like many low income areas, Paterson has a high level of overweight and obese residents. In New Jersey, 32.5% of African Americans are overweight, compared to 22.2% of Hispanics and 21.6% of whites.¹³ New Jersey data also reflects the correlation between obesity and socio-economic level; 27% of individuals from a low socio-economic background are obese, compared to 10% of those from a high SES background.¹⁴ The majority of Paterson residents fit into the categories most at risk. Childhood obesity is a particular concern – a recent survey showed that 38% of New Jersey 6th graders are above their ideal weight - 18% are overweight, and 20% are obese.¹⁵

⁸ www.cityrating.com

⁹ NJ Dept. of Environmental Protection, 2003

¹⁰ New Jersey Department of Health and Senior Services, 2003.

¹¹ Wallace, 2003, quoted by U.S. Environmental Protection Agency at www.epa.gov/ttnamti1/files/ambient/airtox/fyo4patt.pdf

¹² Freeman et. al, 2002, quoted by the U.S. Environmental Protection Agency at www.epa.gov/ttnamti1/files/ambient/airtox/fyo4patt.pdf

¹³ Ibid.

¹⁴ Ibid.

¹⁵ NJ Department of Health and Senior Services and the NJ Department of Education, 2004

Even within our struggling city, the areas served by our three target schools are particularly troubled. Census data shows that area residents are more likely to be Hispanic or Black/African American, and are, on average, poorer and less educated than those in neighboring areas:¹⁶

		Census Tract 1804 (School #5)	Census Tract 1830 (Napier)	Census Tract 1823 (NRC)	Paterson	NJ
Minority Population	% Black/Afr. Amer.	82.0%	4.0%	29.6%	32.9%	13.6%
	% Hispanic	14.9%	49.7%	68.4%	50.1%	13.1%
Poverty	Families Below Poverty Level	41.8%	20%	30.6%	19.2%	6.3%
	Median family Income	\$16,607	\$31,672	\$26,810	\$32,778	\$65,370
	Less than \$10,000 median household income	35.4%	13.7%	18.3%	15.4%	4.1%
	Less than \$25,000 median household income	68.2%	38.4%	45.5%	37.9%	21.1%
	% households receiving pub. asst.	15.0%	4.9%	10.7%	8.7%	2.8%
Education	% Less than High School	47.1%	46.2%	56%	41.5%	17.9%
	% High School or GED	30.0%	32.1%	26%	32.4%	29.4%
	% Associates Degree	1.8%	2.2%	2.1%	3.1%	5.3%
	% Bachelors Degree or higher	1.4%	7.9%	2.3%	8.2%	29.8%
Foreign Born/Lang. Issues	% Foreign Born	10.2%	46.3%	40.4%	32.8%	17.5%
	Lang. Other than Eng. Spoken at home	17.2%	77.8%	62.5%	56.1%	25.5%

Growing up in this high risk environment has grave consequences for students at our three targeted schools. Students at our target schools are struggling, and the situation is likely to worsen as 25-35 teachers per school (part of a total of 800 teachers) were just laid off in June 2010 as a result of the current economic recession. School #5, which is our highest priority and

¹⁶ All data in this table taken from the 2000 United States Census.

will become a full service community school beginning in September 2010, is very large, with an enrollment of over 1000 students. It has a 25% mobility rate – that is, every year, one-quarter of the student population changes. This mobility rate is nearly 4 times the state average of 10.7%. 56.7% of families speak Spanish at home and 22.3% of students are classified as Limited English Proficient. 11.9% of students have IEPs, and 25.8% of students speak Bengali at home.¹⁷

The Napier School of Technology, which will be converted to a FSCS in 2011-2012, is a particularly troubled school serving 391 students in grades 5-8. Despite the strength of the surrounding community, which is wealthier and more highly educated than many other schools, the school has performed poorly. An astonishing 41% of its students were suspended last year, while 21.7% have IEPs. 38.1% of its families speak Spanish at home, while its mobility rate is 9%. Napier is a persistently lowest-achieving school, as defined by the FSCS grant application. Last year PPS completely reorganized this school, using the turnaround model. The principal has been replaced, student population has merged two existing schools into one, and staff has been reorganized, with some moved out of the location altogether. The school is now operating as an academy of technology and leadership.

New Roberto Clemente (NRC), which serves 811 students in grades K-8, was founded three years ago and has never made Adequate Yearly Progress (AYP). 81.9% of its families speak Spanish at home. Student mobility is 44.9%, meaning that nearly half of students who start the year at NRC do not finish there. 14.3% of students have IEPs, and average class size is much higher than the state average, especially in the middle school grades, where NRC averages 26.3 students per class, compared to the state average of 20.2.¹⁸

¹⁷ All data in this paragraph taken from School #5 2008-09 School Report Card, State of NJ, Dept. of Education

¹⁸ All data in this paragraph taken from New Roberto Clemente , School #5 and Napier 2008-09 School Report Cards, State of NJ, Dept. of Education

Student achievement at our three target schools is very low. Scores on standardized tests are dismal, with our students not even approaching state averages:¹⁹

	% Students Scoring Proficient and Advanced 2008-2009			
	School #5	Napier	NRC	State Avg.
5 th Grade Lang. Arts	35.9%	11.0%	28.9%	66.2%
5 th Grade Math	51.1%	20.0%	51.1%	77.6%
6 th Grade Lang. Arts	29.0%	18.6%	42.6%	62.9%
6 th Grade Math	36.8%	21.3%	44.9%	52.9%
7 th Grade Lang. Arts	37.0%	24.2%	45.4%	72.4%
7 th Grade Math	40.8%	19.2%	35.0%	82.5%
8 th Grade Lang. Arts	45.2%	31.7%	60.1%	82.5%
8 th Grade Math	43.8%	21.3%	58.4%	71.8%

When students enter to high school, the challenges are even greater. Most Paterson students attend either John F. Kennedy or Eastside High School (made famous in the movie *Lean on Me*). At the end of last year Paterson Catholic High School closed, pushing even more students into JFK and Eastside. For the last 7 years, neither school has made AYP²⁰ and each has SAT rates more than 100 points below state averages. More than 40% of families at each school speak Spanish at home, and more than 24% of students at each school have IEPs.²¹ Student mobility at JFK is a shocking 46.9% - nearly half the students who start the school year at JFK are gone by June.²² At Eastside, is endemic – 35% of the student body was suspended in 2008-09, nearly triple the district average of 13%.²³ Violence was so pervasive that last year PPS hired a second principal, to focus solely on security, safety and prevention issues. In 2008, NJ Monthly ranked Eastside High 311 out of 316 schools in NJ; JFK was ranked 315th.²⁴

b. Services to be provided

¹⁹ Data from New Roberto Clemente, School #5 and Napier 2008-09 School Report Cards, State of NJ, Dept. of Education

²⁰ State of NJ, Dept. of Education 2009 NCLB reports for John. F. Kennedy and Eastside High Schools.

²¹ 2008-09 School Report Cards, JFK and Eastside High School, State of NJ, Dept. of Education

²² 2008-09 School Report Cards, JFK, State of NJ, Dept. of Education

²³ Ibid.

²⁴ New Jersey Monthly, September 2008.

Coordination of FSCS Initiative: PPS will provide oversight of the entire FSCS program that is being established in Paterson. PPS has hired a full-time supervisor of FSCS, who will work with the school superintendent to provide support to schools as they begin the process of converting to a FSCS. In addition, each school principal will support the conversion to his or her schools FSCS. They will develop relationships with FSC 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 Site Coordinator, instructional coach, school nurse, guidance counselor, student services representative, and chief custodian, which will meet weekly to assure coordination and address any challenges. An Advisory Committee, composed of the principal, site coordinator, partner representatives, at least two family members and community members will meet monthly.

Overall Program Management: New Jersey Community Development Corporation will serve as the lead agency in Year 1 of the grant, and will provide site management services. In Year 2, the Paterson YMCA will manage the program at NRC, and we are currently in the process of selecting a lead agency for Napier. As lead agencies, these organizations will: hire, train and supervise a full time Site Coordinator in each school; work closely with each school's principal; manage the relationships with partners and other community organizations; develop a schedule of activities agreed to by all partners and meeting the needs of students, families and community; and manage data.

Technical Assistance: Through its National Center for Community Schools, *the Children's Aid Society* will provide technical assistance efforts to assist in the implementation and sustainability of the FSCS approach.

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

- During the school day, 9 *AmeriCorps* members will be placed in classrooms to provide instructional support. Each member will be assigned to a specific classroom for each semester, and will work under the supervision of school day teachers to provide small-group instruction in literacy and math.
- Our FSCS model will include an *afterschool program* that will operate 5 days each week and serve 250 students; the program will offer homework help, academic enhancement activities and skill-based opportunities. Three days each week, the program will provide intensive academic remediation by certified teachers to the lowest performing students and those with IEPs.
- To provide academic assistance to older youth, we will open a *Youth and Community Center* at each FSCS school. The Centers will operate from 5pm to 9 pm during the week, and from 9am to 5pm on some Saturdays. At the Center certified teachers will provide three days of math and literacy instruction each week, and offer test preparation and study skills training.
- During the school day students will engage in *Navigation 101*, an advisory-based life planning program that helps students improve their academic performance and plan for future education and career choices. Monthly themes cover academic preparation and improvement, planning and goal setting, college and career preparation.

- Our FCSC program will offer the Paterson YMCA *ScienceFaction STEM* (Science, technology, Engineering and Math) program. ScienceFaction has been created by a team of science teachers from the Paterson public schools; its mission is to expand on and enhance the school day science curriculum by providing hands-on extension activities that cannot fit into the school day. The ScienceFaction curriculum addresses the physical environment in and around Paterson, especially its watershed. STEM will be offered for two hours twice each week for 6-week sessions.
- Our FSCS programs will offer two levels of *College Readiness and Career Preparation* activities; one will be offered to students in grades 4 through 8 during the afterschool program, and the other is designed for students in grades 8 through 12 and will take place in the Youth and Community Center. Both levels will include workshops, presentations, projects and field trips to local colleges.
- The Paterson Public Library will host *literacy clubs* twice each month at each site. Students will read and discuss age appropriate books, and engage in hands-on activities to make the books come alive. The Paterson Public Library will host monthly literacy nights for students and their parents to come to the library to read together; during these night library staff will also introduce families to its array of resources. The Library will also host monthly children's story time programs for students in grades K-2 and literacy workshops for older youth at each school. The Library Bookmobile will also visit each school monthly.
- High School students will be offered *ESL classes* one night each week at the Youth and Community Center.
- *GED classes* for high school drop outs will be provided at the Youth and Community Center one night a week.

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

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

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

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

Violence Prevention/Conflict Resolution: The program will offer monthly *gang prevention* workshops once each month at both the afterschool program and Youth and Community Center, and implement an evidence-based *anti-bullying* curriculum during the school day and weekly during the afterschool program.

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

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

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

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

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

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

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

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

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

Services are summarized by partner in the following chart:

Partner	Services
New Jersey CDC	FSCS program management

	Instructional support during school day Development and management of afterschool program Development and management of Youth and Community Center Community service/service learning Community outreach College bound/career exploration program Violence prevention/conflict resolution Summer Youth Employment School day sports Snack
Paterson YMCA	Nutrition and physical education services STEM activities Visual and performing arts
St. Paul's CDC	Adult literacy and ESL Youth ESL Workforce development, job search/readiness Adult and high school GED Emergency food services Case management Community organization and outreach Housing resources and referrals Advocating for entitlements Healthy relationships Case management
Paterson Education Fund	Navigation 101 student life choices advisory groups Computer loans to Families College track workshops
Catholic Family and Community Services	Services for special needs youth and families Immigrant services Case management
Paterson Public Library	Family literacy and ESL Literacy Clubs Community service/service learning
Outreach Clinical LLC	Medical, dental and mental health services
Children's Aid Society	Technical assistance on implementing FSCS model

c. Identified Gaps:

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

- i. *Academic Performance:* Each target school has identified its highest priority needs in its Title I Unified Plan. These include: 1) *Literacy and Math Performance:* Students across our

schools struggle with performance in language arts and math. Last year, students at School NRC and Napier failed to make AYP in literacy and math, while School # 5 did not make AYP in middle school literacy and math. Strategies for addressing these gaps afterschool program tutoring/academic support; school day targeted instructional support by AmeriCorps members under certified teacher supervision; Youth and Community Center tutoring/academic support; PEFs Navigation 101 Student Advisory Program; Paterson Public Library Literacy programs. STEM; College Track and College bound programs and CFCS programs for special needs students. 2) *Performance of Bilingual/ESL Students:* These subgroups have performed poorly on the New Jersey State examinations and new strategies must be developed to engage them. These will benefit from afterschool activities and Youth and Community Center activities specifically targeted to this population, Paterson Public Library programs designed specifically for the bilingual/ESL students; AmeriCorps mentoring, PEF's Navigation 101 student advisory program, Catholic family & Community Services programs and Outreach Clinical Services physical and mental health services.

ii. *Parent Involvement:* Our target schools all struggle with low parental involvement, which may be a cause of their high student mobility rates. Research on FSCS schools has shown that parental involvement leads to greater academic and social-emotional success. We have identified certain programs to increase parental involvement; these include: language assistance classes for parents through CFCS, the Paterson Public Library, St. Paul's CDC and CFCS; involvement in community activities through the Paterson YMCA and NJ CDC; GED classes; job training; literacy nights and Outreach Clinical Services physical and mental health services.

- iii. *College-bound Culture:* We want to help develop a college bound culture among students before they reach high school. Only 14.5% of Eastside High School's Class of 2009 students and 28.8% of JFK students indicated that would pursue degree at a four year college/university. Across the census tracts of our target schools, only 3.9% of the population holds a B.A. degree or higher. Strategies to increase student focus on college include more activities with local colleges and tours of local college campuses; financial aid and College Track workshops, and increased interaction with college graduate role models as school and after school staff and outreach to local colleges.
- iv. *Health Services:* Based on their economic status and race/ethnicity, Patersonians are at increased risk of poor health – according to a NJ Dept. of Health & Senior Services report, non-Hispanic Blacks and Hispanics are significantly more likely to report fair or poor health status, as are those with lower income and educational attainment.²⁵ One remedy for these gaps is school-based clinics, and referrals to these clinics from Program Partners.
- v. *Adult ESL Classes:* 56% of Patersonians speak a language other than English at home,²⁶ as do 81.9% of NRC families. English classes would help them obtain better employment and increased income, as well as provide academic assistance to their children. These activities will be offered by St. Paul's CDC, the Library, CFCS and PPS.

II. Adequacy of Resources

a. Adequacy of Support: PPS is fully committed to implementing a FSCS initiative, and the Superintendent has included converting to the FSCS as part of his strategic plan. PPS has hired a FSCS Supervisor; through a competition identified the first three schools to be converted; facilitated meetings between schools and community partners; and develop a conversion plan.

²⁵ NJ Dept. of Health & Senior Services Center for Health Statistics; Healthy Days 2003.

²⁶ U.S. Census, Paterson, NJ Quick Facts

PPS will provide full access to school facilities to program partners as well as security and custodial services and the support of a FSCS Coordinator. Each school has agreed to provide a designated space out of which partners will operate. School #5 has already built out space for the Youth and Community Center, with a separate entrance, which will also include areas for parent morning and evening workshops. NRC was only recently constructed, and was designed as a full service community school, with space for a family center and a medical clinic. NRC has agreed to reorganize some of its larger spaces to provide appropriate space. Each school also has outside play space, and through NJCDC a Kaboom playground will shortly be installed at School #5. The schools have agreed to provide access to equipment, supplies and curricular materials, support of their parent liaisons and secretarial staff, and teacher cooperation. Principals have agreed to participate in weekly Leadership Team meetings, and monthly Advisory Council meetings

Each partner in this grant is committed to extending its services into the target schools. They have agreed to provide at a discount staff, training, equipment, and supplies to support the FSCS initiative, attend Advisory Committee meetings, and cooperate with the evaluation. JP Morgan Chase has agreed to provide \$150,000.00 in funding for each of the first three years of the FSCS initiative, and \$100,000 per year in years 4 and 5.

b. Commitment of each Partner: Each Program Partner fully supports our FSCS initiative.

Please see the attached MOUs for details of their commitment.

c. Reasonableness of Costs

Given the goals and objectives of our program and the needs of Patersonians, we believe our costs are extremely reasonable. In year 1, we will serve all 1019 students at School #5, plus 20%

(204) of their family members and 25 community residents at a cost of \$499,710, or a per person cost of \$344. \$95.40 or 27.7% of costs will cover the establishment and use of the medical clinic.

Over the life of the project, we will serve 2,790 people, including the 311 Napier students, 811 NRC students, 20% of their families and 125 community members. Total costs will be \$2,498,795, or \$895 per person. \$830,455 (or \$297 per person) will be used to establish the health clinic and provide treatment.

Considering that PPS spends over \$8,000 per Paterson student each year, it appears to be an economical and wise investment at \$895 per person for: an in-school clinic with medical, dental and mental health services; in-school academic assistance; an afterschool program; an evening youth and community center; a college bound/career program; anti-bullying/violence prevention ; summer youth employment; school day and afterschool sports, fitness, and nutrition programs; family nights; STEM programs; performing and visual arts; adult literacy and ESL; youth ESL and literacy clubs; adult and youth GED and workforce development, emergency food, and housing services.

III. Quality of Management Plan

a. Comprehensive Plan

To develop and implement the FSCS Initiative, a PPS Full Service Community Schools Steering Committee was created last year. It initially consisted of representatives from the Paterson Public Schools Board of Education: including 1 board member, 1 Superintendent, 2 Assistant Superintendents, 1 Director of Community Engagement, 1 Supervisor of Full Service Community Schools, Mayor's Office of the City of Paterson, the Paterson Department of Human

Services , and one from each of the following sectors from the community: higher education, social services, business/commerce, health/wellness, and parent/custodian of school-age student.

Responsibilities of the Steering Committee include:

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

The office of Full Service Community Schools, PPS will provide the PPS Board of Education with a status report on the Committee that includes, but may not be limited to an

evaluation rubric, data, implementation information, development plans, and the development of new community schools on a quarterly basis.

To oversee the initial implementation of the three FSCS conversions addressed in this proposal, PPS and its partners have created an Advisory Committee, which will be composed of representatives from the PPS, school principals, elected or appointed officials, NJ CDC, all other program partners, faith-based organizations, local businesses, and a minimum of two parents and community members. Children's Aid Society will also participate in Advisory Committee meetings. The Advisory Committee will meet quarterly to provide oversight, receive updates from the PPS Supervisor of Full Service Community Schools and provide advice, review data, assess progress, provide feedback and adapt our program implementation Plan as necessary. One member of the Advisory Committee will be selected to serve as the chair, and that person will maintain regular communication with the PPS Supervisor between meetings.

A Leadership team will also oversee the FSCS program at each school site. Members of this team will include the school principal and assistant principal, instructional coach, student services representative, nurse, guidance counselor, chief custodian, and Site Coordinator.

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

Program partners will be selected based on the needs of each school. Each partner will commit designated staff to this initiative. Such staff will report to the Coordinator at their school

and will follow all program rules and regulations. Partner staff will participate in biweekly Site Staff meetings.

b. Key Personnel:

Lead Agency Community School Coordinator: Each lead agency will hire a full time Site Coordinator to manage the FSCS initiative at its site. Each Coordinator will have at least a Bachelor's Degree in related field of study with at least 3 years experience working with children and/or adults in a nonprofit social service or community development organization, with a Master's Degree with comparable experience preferred. Responsibilities will include: managing the relationship with PPS; working closely with school staff; serving on the leadership team; coordinating the integration of services including referrals for families and children; outreach to parent; collaboration with the evaluator; outreach to legislators; leveraging existing resources and developing new resources; media relations; recruiting new partners; developing activities that meet local needs; developing strategies to recruit students and families; managing culminating events and helping develop a sustainability plan. The Coordinator will also prepare quarterly reports addressing all components of the FSCS program at his or her site, and present them at quarterly meetings of the Advisory Committee.

PPS Supervisor of Full Service Community Schools: The responsibilities of the PPS Coordinator include building partnerships with community-based organizations, parents and families; working with school-based staff to connect academic, social, and health supports to the school and its community; and act as a liaison between the PPS and the CBO's to jointly improve the educational outcomes for all of our children. Tobi Knehr currently holds this position. She has also served as an Acting Principal and Vice Principal, Teacher Interdisciplinary Coach, Literacy Coach, Elementary Education/Classroom Teacher, Partnership Development

Coordinator & National Recruiter: for Eckerd Youth Alternatives, Inc; and National Meetings
Director for Campus Outreach Opportunity League.

School #5 Principal: Since Summer of 2009, Maria Santa has served as the principal of School #5. Prior to that, she was an elementary school principal at Paterson's School #29. Before becoming a principal, Ms. Santa served as Paterson's Supervisor of Assessment, where she oversaw screening assessments for students in grades K-8, provided staff development on the use of data and assessments; designed and created test administration handbooks to be used at the school level by facilitators and coaches and was responsible for data analysis and score interpretation for all assessments in grades K-8. She was formerly a Supervisor of Language Arts Literacy, a language arts resource teacher, school level math facilitator and a teacher of bilingual students.

NRC Principal: Madeline Roman is the incoming principal of NRC. She was most recently the Director of Academic and Support programs & NCLB for the Paterson Board of Education, where she administered the 21st Century Learning Community Grant and the No Child Left Behind (NCLB) Grant. She worked solely with the Paterson BOE Department of Curriculum & Instruction to design and implement district programs, instructional strategies, and professional development to enhance student performance. She also developed an intensive Saturday literacy program for 5th and 6th grade students; managed the SES program, supervised afterschool and summer programs throughout the district; and provided and designed professional development trainings to assist academic support teachers in implementing intervention strategies to close the achievement gap. She has also served as PPS's Director of Elementary Literacy, bilingual instructor and science teacher.

Napier Principal: Roslie Bespalko will be the new Principal at Napier. She was until recently the Vice Principal at PPS's B.U.I.L.D. academy, where she restricted grades 6 through 8. She started a student and teacher mentor program, Junior Student Government, and Junior National Honor Society. She also supervised fund raising activities for the school, and planned parent forums. Prior to this, she was the Vice Principal of PPS's School #21, and has taught at three other PPS schools and served as acting principal at 5 others.

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

IV. Quality of Project Services

a. Reflect up-to-date knowledge from research

Each of the Paterson Project's components is based on evidence of effectiveness. PATERSON PUBLIC SCHOOL'S reorganization of its schools into Full Service Community Schools is based on success shown by the Children's Aid Society Community Schools Model. CAS will provide significant technical support to this initiative. Evaluations of this model demonstrate increased academic achievement, such as a 25% increase in reading at proficiency; a 33% increase in math proficiency; improvement on standardized test scores, school attendance, self-esteem and career aspirations.²⁷ The model also led to progress in student mental health issues,

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

an increase in access to quality health care, and better student and family management of chronic illnesses.²⁸ Social and emotional development and community engagement improved; students were more engaged with community, had better behavioral conduct and more positive attitudes towards schools.²⁹ Parents were more involved, took more responsibility for their children's school work, felt welcome and were observed to be a presence in school more than in comparison schools.³⁰ Additionally, the Coalition of Community Schools reviewed 49 evaluations of community schools, and found that 46 reported positive outcomes.

Each of our *schools* is also implementing programs that are evidence based. These include the 6:1 Writing Trait Model,³¹ Project-based Learning,³² Professional Learning Communities,³³ block scheduling,³⁴ teacher mentoring³⁵ and more.

Until spring 2010 *the NJCDC* afterschool programs were funded by, and followed, the New Jersey After 3 model. An evaluation of this model found that teacher-reported improvements in language-arts skills, as well as more students being prepared for tests, taking notes in class, completing homework, correcting their own work, and paying attention in class.³⁶ Although NJA3 funding has ended, the Paterson YMCA will continue to follow the model. The YMCA also uses the Coordinated Approach to Child Health (CATCH) Kids Club Fitness and Nutrition programs, which has been evaluated in over 80 scientific peer-reviewed publications with positive findings. For example, a controlled clinical trial showed that CATCH students

²⁸ The Children's Aid Society's Community School Mental Health Services Analysis of Progress in 4th Year of the New York State Education Department's VESID – Effective Practices Contract. ArtKnowledge, September 2003.

²⁹ Op cit.

³⁰ Ibid.

³¹ Jnl of Sch Improve., Six-Trait Writing Model Improves Scores at Jennie Wilson Elementary, Fall/Winter 2000, vol 1 issue 2, Deb Jarmer, Maurine Kozol, Sheri Nelson, Trudy Salsberry

³² (Astrid & Cooper, 2000, Acikgoz 2003; Demirel, 2000; Helm & Gronlund, 2000; Katz & Chard 1998).

³³ McLaughlin & Talbert, 1993

³⁴ Jnl of Ed. Research, To Block or not to Block that is the Question, Jenkins, E. et al (Mar-Apr 2002)

³⁵ Cernetic, L., A Best Evidence Analysis and Synthesis of Research on Teacher Mentoring Programs, 2002

³⁶ Policy Studies Associates, Inc. Evaluation of New Jersey After 3 Reaching and Engaging New Jersey's Youth through Afterschool Programs, 2005 – 2008, April 2009

consumed less fat and participated in more physical activity outside of school; follow-up studies showed that improvements were sustained.³⁷ Additional research studies found similar results.³⁸

Much research has shown that school-based health clinics (SBHCs) such as *Outreach Clinical Services of New Jersey* enable students, especially hard to reach populations, to receive more needed health services.³⁹ Studies have found that students at schools with SBHCs tend to rely less on emergency services and more on regular preventive care, with an increased likelihood of medical and dental checkups.⁴⁰ Program evaluations have also found that a relationship between SBHC and academic success. For example, in one study students who used the SBHC clinic were significantly more likely to stay in school, and to graduate or be promoted than students who were not registered for the clinic, with black males showing the most significant results.⁴¹ An additional study found that the SBHC users had a statistically significant increase in attendance and grade point averages when compared nonusers.⁴²

An evaluation of the Navigation Program used by the *Paterson Education Fund* has found significant effects regarding parental involvement. A key component of Navigation is student led conferences - of those students who led a conference, 96 percent had a parent attend their conference. Three years earlier, only 35% of the students had a parent attending a school conference. Parent attendance rates of certain targeted groups – students with limited English, migrant students, those from low income backgrounds and students with special needs -

³⁷ Luepker et al., 1996; Osganian et al., 2003; Nader et al., 1999

³⁸ Arch. Pediatr. Adolesc. Med./Vol. 159, March 2005.

³⁹ Blum et al. 2002; McNeely and Falci 2004; Kisker and Brown 1996.

⁴⁰ Kaplan et al. 1999; Kaplan et al. 1998.

⁴¹ McCord, M.T., J.D., Klein, J.M., Foy and K. Fothergill, 1993. School-based Clinic Use and School Performance J Adols Health 14(2):91-8.

⁴² Walker, C., Kerns S.E.U., et al Journal of Adolescent Health, Impact of School-Based Health Center Use on Academic Outcomes August 2009.

averaged an impressive 89%. In addition Navigation students showed higher average higher graduation rates and lower incidences of remediation in college compared to peers.⁴³

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

As addressed in the previous paragraph, there is a great deal of evidence showing that FSCS lead to improvements in academic achievement. Technical assistance from the Children's Aid Society will ensure that PPS is implementing the FSCS model in a manner that will produce positive results. In addition, PPS is fully supportive of FSCS, with the superintendent having established FSCS as one of his priorities. Principals are also fully committed; School #5 and NJCDC have already met to discuss how to implement this initiative. Our partners are excited and ready to provide resources and cooperation. We believe that all the preconditions to academic success have been put in place.

V. Quality of Project Evaluation

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

- Identify program strengths and weaknesses and develop plans to build on strengths and address weaknesses,
- Verify whether our FSCS initiative is running as we planned, and if not, why not,
- Determine whether we are implementing the right program activities to bring about our desired outcomes,

⁴³ Navigation 101: 2008 Annual Performance Evaluation, Social & Economic Sciences Research Center-Puget Sound Division, Washington State University; 2008

- Produce data we can use to promote services in the community, and
- Guide any duplication efforts.

We have not yet selected an evaluator, but have created and distributed an RFP, which outlines the evaluation as described in this section.

a. Performance Measures

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

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

Activities: Afterschool program tutoring/academic support; targeted instructional support in the classroom by AmeriCorps members working closely with teachers; Teen Center tutoring/academic support; Paterson Education Fund's Navigation 101 Student Advisory Program; Paterson Public Library programs, books and materials, technology assistance and Bookmobile; CFCS programs for special needs students; low student to staff ratio; positive role models.

Performance Measures:

- There will be a 5% increase in the number of children performing at or above grade level on state exams, each year that the program is in session, as measured by an analysis of test of scores at the end of each year.
- By the end of Year 1, at least 25% of school day teachers will report increased student engagement in school, as measured by a year-end survey. In each subsequent year the reported number of engaged students will grow by 5%.

- By the end of Year 1, at least 25% of school day teachers will report improved completion of homework, as measured by a year-end survey. In each subsequent year the reported number of students showing improved homework completion will grow by 5%.

Objective 2: Social and Emotional Development: Through our FSCS program, students will learn how to navigate challenging situations, regulate their emotions, develop healthy relationships with others, and learn responsible decision making.

Activities: Afterschool program activities; Teen Center activities; Paterson YMCA fitness, mentoring and youth development activities; CFCS programs for special needs youth; AmeriCorps mentoring; NJCDC and Library community service activities; Paterson Education Fund Navigation 101 Student Life Choices advisory groups.

Performance Measures:

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

- At the end of each year, at least 30% of the students at each school will have participated in at least one community service/service learning project, as measured by student attendance at such activities

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

Activities: Establishment and use of Outreach Clinical LLC school-based health centers; Paterson YMCA fitness and nutrition activities, CFCS cooking and nutrition program

Performance Measures:

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

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

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

Activities: PEF College Track Workshops; CFCS programs for parents of special needs children; NJCDC parental outreach; PPS parental outreach.

Performance Measures:

- 10% of family members will attend parent teacher conferences during the first year of program operations, as measured by parent sign-in sheets; attendance will grow by 5% each subsequent year.
- Each year at least 10% of families will attend at least one College Track workshop, as measured by workshop attendance.
- Each year at least 20% of families will attend one school, afterschool or Teen Center event, as measured by event attendance.

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

Activities: School based clinic services, extended computer loans to PPS families through PEF's Family Friendly Computer program; family advocacy through PEF; CFCS programs for disabled adults and families of special needs youth; respite care, transportation for the disabled; CFCS immigration and translation services; Library ESL and adult education classes; St. Paul's literacy and ESL classes, workforce development, job search/job readiness services, emergency food services, housing resources and case management.

Performance Measures:

- By the end of Year 1, at least 20% of families will be enrolled in the school health clinic, as measured by enrollment records. By the end of Year 2, an additional 10% of School #5 families will be enrolled, as will 20% of NRC and Napier families.
- By the end of Year 1, at least 20% of families will report decreased visits to emergency rooms, as measured through a student and parent survey. Each additional year will show a further decline of at least 5%.

- At least 25% of families per year will borrow a computer through the Family Friendly computer program, as measured by completed computer agreements.
- By the end of year 1, at least 20% of families will have utilized a service offered through one of the partner community organizations, as measured by parent sign-ins/partner program records. By the end of Year 2, an additional 10% of School #5 families will have utilized such as service, as will 20% of NRC and Napier families. Utilization of services will grow by 5% each subsequent year.

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

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

Activities: NJCDC and St. Paul's community outreach and organization; CFCS services for immigrants and special needs families; Library and St. Paul's ESL and adult education classes; St. Paul's workforce development, job search/readiness, emergency food, and case management services; Outreach Clinical school health-based center.

Performance Measures:

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

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

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

Performance Measures:

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

b. Evaluation Outputs and Outcomes

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

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

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

d. Will provide guidance for replication

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

Project Narrative

Abstract Narrative

Attachment 1:

Title: **FSCS Abstract: Paterson Public Schools Pages: 0** Uploaded File: **Full Service Community Schools Abstract.doc**

**Full Service Community Schools Application
Paterson Public Schools
Project Abstract**

The Paterson Public School District (PPS) in Paterson, New Jersey has been long troubled. In 1991 it was taken over by the NJ Department of Education, and it remains under state control today. Families in Paterson live in poverty, with a median income of \$38,921, less than 40% of the national average. The minority population is large, crime rates are high and unemployment is soaring. Students at Paterson schools generally perform poorly, with students' scores on standardized tests trailing their peers across the state and the nation.

PPS, however, is committed to reforming its school system. It has embraced the concept of full service community schools (FSCS), and believes that an integrated focus on academics, health, social services, youth development and community engagement will help students, families and community members develop to their full potential. Through this application, PPS proposes to convert three of our Title I schools to FSCS: these are School # 5, serving grades 1-8; New Roberto Clemente, serving grades K-8; and the Napier School of Technology, serving grades 5-8. School #5 will be converted in Year 1 of the grant, and NRC and Napier in Year 2.

PPS has already hired a FSCS Coordinator, and a lead agency has been selected for 2 of the 3 schools. Our partners in the FCSC initiative are the New Jersey Community Development Center, Paterson YMCA, Paterson Education Foundation, St. Paul's Community Development Center, Catholic Family & Community Services, the Paterson Public Library, Clinical Outreach Services LLC and the Children's Aid Society. Services that will be provided include:

- In-school clinic with medical, dental and mental health services
- In school academic assistance
- Afterschool program
- Evening youth and community center
- College bound/career program
- Anti-bullying/violence prevention
- Summer youth employment
- School day and afterschool sports, fitness, and nutrition programs
- Family nights
- Science, Technology, Engineering and Math (STEM) programs
- Performing and visual arts
- Adult literacy and ESL
- Youth ESL and literacy clubs
- Adult and youth GED
- Workforce development, emergency food, and housing services
- Assistance for disabled youth and adults, immigrants and the hearing impaired

PPS and its partners have developed a Project Management Plan that provides guidance and structure to our FSCS initiative. This project will be overseen by an Advisory Committee, guided by technical assistance from the Children's Aid Society, and managed by the PPS Supervisor of FSCS, with a full-time Site Coordinator at each school. Through the collaboration of PPS and our partners, we will prepare our children to be ready to learn every day, assist our families in helping their children and themselves, and provide resources to strengthen our entire community.

