THINKING ABOUT THEIR FUTURE?

THINK PRE-K!

Strategic Plan For Increasing Enrollment In High Quality Pre-Kindergarten Programs In Paterson New Jersey
December 2015

by the Paterson Alliance with funding from the Nicholson Foundation
Strategic Plan For Increasing Enrollment In High Quality Pre-Kindergarten Programs In Paterson New Jersey

Prepared by:
Nina Sazer O’Donnell,
President, NSO Associates
for the
PATERSON ALLIANCE &
PATERSON EARLY CHILDHOOD COALITION

“There is no better investment than the health and development of our children…”
–New Jersey Senator Robert Menendez

“I believe that all children deserve access to a high quality public education. I also recognize that investment in early childhood education is vital to the health of our economy and a strong and secure future for our country.”
–New Jersey Senator Cory Booker

“As a former educator, I know firsthand the importance of setting the stage for continued success in a young person’s academic career and beyond.”
–Congressman Bill Pascrell, Jr.
Paterson Alliance/Early Childhood Coalition: A Glimpse of the Future

For Immediate Release

Paterson New Jersey named first US community with all young children fully ready for kindergarten and a 100% high school graduation rate.

This amazing turn around in a diverse and struggling post-industrial community began in 2015 with a small but passionate crew of dedicated parents and community leaders, led by Paterson Alliance’s Early Childhood Coalition (PECC). As a result of this work, Paterson is nationally known as a leader, with many other communities now working to replicate Paterson’s results.

After consulting with families, leaders and looking at many dismal statistics, from the poverty and unemployment rates to lack of pre-k programs and services where they were most needed, PECC members rolled up their sleeves and began to re-imagine and strengthen their community together.

Parent leaders representing all of the community’s 52 cultures organized neighborhood parent learning teams and support networks in all Paterson wards. The local education fund led campaigns to increase school attendance, from pre-k through 12th grade. Pediatricians and early intervention specialists from neighboring towns partnered with area medical schools and universities to recruit and mentor local health care providers. Libraries took their services into neighborhoods and faith leaders encouraged and celebrated great parenting with their congregations.

Youth groups raised funds to expand pre-k and neighborhood libraries and began a volunteer “We Read to Kids” program and media leaders led talent to build public will for continuing all of these efforts. Seniors volunteered in all of these activities and also created an ongoing “Adopt-A-Grandparent” program, which enables elders to regularly read to young children throughout the city.

Paterson Public Schools worked with 4Cs – the child care resource and referral organization – to building new pre-k programs, train teachers and make sure all pre-k programs offer consistent, high quality. The school district and community leaders expanded the district’s community schools, which provide a wide array of supportive services for students and their families, to include pre-k in their programs. Early childhood pre-k program leaders worked together to make sure that no Paterson child lacked a high quality early learning experience. And local and regional foundations supported things that public funding couldn’t pay for over time, from strategic planning to public awareness and education campaigns.

In short, an extraordinary collective community effort over the past 15 years in a community that began with limited resources and changed the future for every Paterson resident.
I. BACKGROUND/INTRODUCTION

In 2013, the Paterson Alliance received a mini-grant to convene early childhood stakeholders for a focused discussion on early childhood needs in the City of Paterson, particularly pre-school enrollment. This conference was followed by a focus group comprised of key participants from the conference, including the Paterson School District, Paterson Education Fund and Kay Hendon of the Nicholson Foundation. All of these discussions led to a consensus that Paterson needed to build a strong collaborative organization to work together to create a comprehensive early childhood strategic plan and approach for the city of Paterson.

The Nicholson Foundation then funded a year long, collaborative strategic planning process aimed at creating a road map for how Paterson could increase pre-k enrollment and use complementary strategies to also promote school readiness for all Paterson young children. This strategic planning process began in January 2014.

II. THE PLAYERS

This strategic planning effort is being led by the Paterson Alliance (PAL), a group of Paterson’s public and private organizations. The Paterson Alliance was founded in 1998 by five nonprofit organizations that came together to remove barriers of distrust and competition among Paterson’s nonprofit groups all dedicated to improving conditions in Paterson. This founding group worked together to publicize their goal of creating an environment of cooperation and collaboration within the Paterson nonprofit sector. Today the Paterson Alliance has grown to 75 members and provides an opportunity for members to network and maintain a constant understanding of each other’s organization and their work in the community. More importantly, the Paterson Alliance works with its members to deliberately focus on ways they can collaborate and leverage resources to improve outcomes for each organization, while advancing the quality of life in Paterson through community partnerships and collaborations.

This project work launched in January 2014, when PAL convened the Paterson Early Childhood Coalition (PECC), an inclusive 30-member working group, representing key stakeholders, from parents to school district and more (see attachment A, PECC Membership Roster) and with support from the Nicholson Foundation. The PECC then formed four pre-k working groups, focused on:

- Data
- Communications
- Policy
- Strategic Planning

Working groups defined results for each area and made significant contributions – from gathering data, reviewing communications strategies and identifying policy and program needs to fielding surveys and interviewing key leaders.

A notable strength of this effort has been the consistent participation of parents, along with the PECC’s diverse and highly engaged public and private partners. The PECC was also able to tap free help from the New Jersey Department of Human Services, which provided facilitators for the initial focus groups with diverse parents.
III. PURPOSE OF THIS PLAN

While this plan was envisioned as a way to create actionable and effective strategies for increasing enrollment of three and four year olds in high quality pre-kindergarten programs, it also addresses the PECC’s ultimate goal of assuring that all Paterson young children start school ready to succeed. Not only are PECC members acutely aware of the importance of early development for school readiness, but this project’s research also revealed issues and obstacles to full pre-K enrollment and school readiness that must be addressed to achieve the project’s goals. Therefore the plan also includes suggestions for increasing school readiness for all children before age three, in addition to pre-k enrollment, such as informing parents of how to support school readiness with children from birth, working with pre-K programs to provide consistently high quality or finding solutions for working parents who need care before and after six-hour pre-K programs.

IV. HOW THIS PLAN WAS CREATED

The effort began by consulting with parents. PECC members convened four community parent cafés/ focus groups with diverse parents, with help from the state of New Jersey as noted above. Parents were invited to attend through Greater Bergen CAP Head Start, 4C’s of Passaic, New Destiny Family Success Center and WAFAA Organization and were conducted in Arabic, Bengali, English and Spanish. Participating parents represented Paterson’s diverse population, including Dominican and Middle Eastern immigrants.

The PECC also created a ten-question survey that was fielded by Paterson Public Schools and 10 local organizations that interact with families. 500 surveys were logged and results inform this strategic plan (see attachment b, community café and survey summaries).

In addition, this plan is informed by:

- Interviews with key Paterson leaders, from national and local elected officials to local policymakers, such as the Paterson School District Superintendent.
- A national review of relevant resources and examples of effective strategies
- Careful review of local demographic, economic and geographic information, including: (list data sources – all reports and data)
- Mapping existing licensed childcare centers and family child care homes and where young children reside, by age cohort (see attachment B, maps)
  Maps also made available on PAL Website
- An analysis of all of these data and findings by staff, consultants and PECC

Upon completion of all of these efforts to gather the best and most relevant information, the PECC strategic planning consultant worked with PAL staff and the PECC Strategic Planning Committee to identify a set of short and long-term strategies that would best advance school readiness and full pre-k enrollment. These short and long-term strategies address the greatest challenges revealed by all of the available information.
V. WHAT WE LEARNED ABOUT PATERSON:

Paterson’s residents are representative of New Jersey in general, which has the third highest share of immigrants of all 50 states and the most diverse immigrant population of all states, with 52 ethnicities in residence.

Paterson’s residents are also disproportionally low wage earning or unemployed, with employed parents working multiple jobs and/or jobs with variable schedules and shifts.

When we mapped where licensed childcare centers and family childcare homes are located and where young children of different ages (birth-2 years, 3 years, 4 years and 5 years), we learned that there are not enough pre-K programs to serve young children who need them, especially in Ward 6. This effort also revealed a dramatic and consistent lack of pre-K resources in neighborhoods with the greatest number of young children who need them.

And while this project was able to do preliminary mapping of Paterson to begin to identify available pre-K programs, the effort was challenged by lack of precise data, such as street addresses or the exact number of available spaces in existing programs. Additional information and mapping is needed to set capacity-building priorities, including more detailed information projecting early childhood/pre-K program needs and related community resources and assets.

Finally, this effort is being undertaken during an economically challenging time for Paterson and New Jersey. State funding for education continues to diminish, along with many social and supportive resources for communities and families. While Paterson is fortunate that private funders have come forward to support this strategic plan and its implementation, funding for a sustainable and effective community-wide school readiness system, with pre-K as a foundation, remains a significant challenge.

VI. WHAT WE LEARNED ABOUT WHAT PARENTS THINK AND NEED

The parent community cafés/focus groups and parent survey revealed remarkably consistent information about what parents want and need and why they have or have not enrolled their young children in Paterson’s pre-K programs.

While all parents want their children to be successful in school, too few know what school readiness is and how they can help prepare their children for school at home. For example, when asked what they do to prepare their young children for school, the majority of parents responses included we get new school shoes, I make sure my child gets enough sleep the night before school or we make sure we have all the needed school supplies. Very few parents responded by sharing the learning activities or health monitoring we know promote school readiness.

We also learned that too few parents know about Paterson’s free pre-K program, especially those speaking Arabic and Bengali. All parents were asked how they receive information and most prefer on-line, smart phone information. But Arabic and Bengali-speaking families shared that they get their information from local newspapers in their languages. And they were unaware of the Paterson school district publicizing pre-K information in Arabic or Bengali local community newspapers. Moreover, an interview with a local Arab newspaper confirmed his paper had never received the opportunity to promote or advertise Paterson Pre-K Programs, Other parents were not aware that Paterson’s pre-K program is free.

There are many additional reasons families gave for why they haven’t enrolled their children, including:

- It is hard for working parents to afford the before-and-after pre-K hours care (most pre-K programs are only 6 hours and most parents work at least 8 hours);
- Pre-K program quality varies from program to program and parents aren’t sure how to identify or find good quality programs;
- Parents are not sure what their young children should be doing and learning at different ages and don’t know where to find this type of information.
Many parents would prefer bilingual curricula;
Transportation is a challenge for many families trying to juggle school, work and life
and sometimes it’s easier to keep a child at home than to figure out how to transport
them to and from pre-k every day.
Parents are unaware of how to assess their children’s development and identify and
address any delays.

VII. WHAT WE LEARNED ABOUT WHAT LEADERS THINK

Members of the PECC interviewed six key Paterson leaders to assess their awareness about Paterson’s
pre-K program and to ask their advice about increasing pre-k enrollment. Interviewees included:
• School Superintendent Donnie W. Evans;
• Assemblywoman Shavonda Sumter;
• Freeholder John Bartlett;
• Congressman Bill Pascrell, Jr.;
• Senator Cory Booker; and
• Senator Robert Menendez.

All of these leaders are aware of Paterson’s pre-K program, with some recognizing that New Jersey’s
statewide pre-K program is a national model for many other states. Several provided information and
statements about their commitment to early childhood development, their proposed policies and offered
advice about how to reach out to diverse families.

And while they were all aware of Paterson’s pre-K program, none, except the school superintendent,
realized that 30% of eligible 3& 4 year olds arrive for enrollment in Kindergarten not having attended
a quality pre-K program, with most expressing surprise and concern.

They advised working with community organizations and reaching parents where they are – from
workplaces to faith communities – in their native languages to reach more families and enroll more
young children in pre-K.

VIII. OBSTACLES TO INCREASING PRE-K ENROLLMENT

Based on all of the PECC research and consultation, six key major obstacles exist to increasing Paterson's
public pre-K enrollment, including:
• **Hours of operation:** The publicly subsidized pre-K program is only six hours per day.
And because many Paterson young children have parents who work more than six hours per
day, this becomes a major obstacle for many families.
• **Cost of before and after school programs:** Because the publicly subsidized pre-K program is
only six hours per day, community based programs that provide care before and after the six
hours must charge fees. And these fees for before-and-after care for children with working
parents are often beyond the economic reach of Paterson families, especially those with more
than one young child.
• **The quality of pre-K programs** and their responsiveness to the diverse cultures of Paterson
families is inconsistent across the community and across types of care – in both center and
home-based programs. This inconsistency is exacerbated by parent’s general lack of knowledge
about what good quality is and what they should look for in a pre-K program.
• **Lack of parental knowledge** about available pre-K programs and resources and how they can
help their children prepare for school from birth on. The lack of effective communication with
non-English speaking families especially Bengali and Arabic speaking families, along with many
other recent immigrant families prevents families in these groups from knowing that Paterson offers free public pre-K.

- **Lack of available programs**, especially in wards that have the greatest need and especially for children from birth through age three, including both licenses center-and-home-based programs.
- **Lack of sustainable funding** to develop and support strategies to address existing obstacles to full pre-K enrollment in Paterson, including adequate staffing for the PECC to serve as the backbone or coordinating organization for the ongoing, relationship-based and staff intensive collaborative work across Paterson needed to increase pre-K enrollment and school readiness.

**IX. ISSUES UNDERLYING OBSTACLES**

In addition to identifying the primary obstacles to full pre-K enrollment, it is critical to also identify the underlying causes of these obstacles in order to design strategies that will achieve needed changes and improvements in Paterson’s pre-K programs and ultimately in the numbers of Paterson young children who enter school ready to succeed. If these underlying issues are not addressed, changes may not last or desired results may not be achieved. Therefore, these issues must be taken into account when creating community-wide strategies:

- **Parental/family lack of understanding of school readiness** – what it is, why it is important and how they contribute (or not) to readiness at home. While this has been noted earlier, addressing this issue will require strategies that are responsive to the needs of families from 52 different cultures, which requires more in-depth knowledge about these cultures and how best to engage with them.
- **Low wages/incomes of the majority of Paterson families.** Paterson’s persistent poverty not only increases the need for and value of quality pre-k programs, but also challenges both program and family stability.
- **Lack of specific information about exactly where programs and services (assets) exist in every Paterson ward,** the quality of those services and whether and how they actually contribute to school readiness (including early care and education, health-physical and mental, early intervention, family strengthening, libraries, etc.). It will be essential to map such assets in detail, including services offered, to whom, costs, locations, etc. and then to inform the community and families about them.
- **Lack of community-wide commitment among all service providers to work together to insure all Paterson children are ready and attend pre-k.** This challenge is reinforced by lack of understanding and awareness of how providers can work together and achieve mutual benefits, along with opportunities to do so. This type of collaborative, shared learning is essential to building a network of pre-k programs that offer consistently high quality.
- **Lack of an ongoing community-wide communications infrastructure** for connecting parents with information, knowledge and each other. Because current communications about pre-k and other early childhood services are not consistently shared across the community in ways that reach desired audiences,- e.g. materials that are translated into many languages, translators available at public meetings, cultural sensitivity of teachers - too many Paterson families lack the knowledge of early childhood development and how to access pre-k.
X. ASSETS AND OPPORTUNITIES

While Paterson’s challenges may seem daunting, the community has many assets, including:

• PAL and PECC, and their promise to sustain pre-k are evidence of a strong commitment by diverse stakeholders augers well for collaborative, sustainable solutions
• Paterson’s school district’s Brighter Future strategic plan (2014-2019) includes a strong focus on parent engagement and can be enhanced by adding with pre-k strategies and action.
• An active network of local organizations that engage with diverse families (that fielded surveys and will be part of ongoing family engagement efforts)
• An agreement to use Results-Based Accountability and the Results Scorecard to keep track of, document and communicate about collaborative progress and results
• Models and expertise that enhance this strategic plan exist and are accessible to Paterson.

XI. THE PATH FORWARD: STRATEGIES

The proposed long and short-term strategies to increase pre-K enrollment and school readiness fall within five key categories, defined to address identified needs and assets. While these strategies are presented in linear form, implementing them will not be a linear process. And many strategies require multiple partners and must leverage collaboration to succeed. The five key strategy areas are:

1. Family engagement, education and leadership;
2. Increasing available pre-k programs in targeted neighborhoods;
3. Assuring consistent high quality among all programs;
4. Broad ongoing communications with families, the public and pre-k related services providers and partners, including communicating effectively in multiple languages; and
5. Using data to measure progress and results.

The following table identifies results, strategies, possible partners, success measures, timing (long or short-term), needed resources and related activities connected to another key strategy.

XII. RESOURCES AND REFERENCES

These resource descriptions correspond to strategy suggestions in this plan. These resources represent the most ahead of the curve, evidence-based thinking and practice and have promise as models for Paterson to adapt. While other great resources exist, these are selected not only for their relevance to Paterson’s goals, but also because they have documented results and are in communities near enough to Paterson to make it easier to draw visit and/or otherwise tap the expertise of their creators.

**Boston Thrive in 5** ([www.thrivein5boston.org](http://www.thrivein5boston.org)): Thrive in 5 is Boston’s citywide movement to ensure children from families of all races, ethnicities, incomes, abilities, and languages have the opportunities and support they need for success in school and beyond. Thrive in 5 is comprised of three strategies:

• Boston Children Thrive: Family engagement through parent leadership;
• Ready Educators: Improving quality in early education and care; and
• Screen to Succeed: Empowering families, organizations and communities through child development data.

Thrive in 5 focuses on creating sustainable change in organizations, communities, policies and systems by developing and supporting effective approaches, investing in capacity building and advocating for policy and systems change to achieving positive outcomes for at-risk young children and their families. It is led by a multi-sector leadership council, promotes family engagement and leadership as a core operating principle and has created a variety of innovative uses of technology, including a family
membership program that uses a store loyalty card-like system to both encourage families to attend events and learning opportunities and to gather market data on what families attend throughout the city – from workshops to museums and parent meetings. Thrive leaders are also working with Boston Public Schools on an app for communicating with families and for enabling families to communicate with each other about early learning.

*Paterson could adapt Thrive’s model for family engagement and leadership.*

**Countdown to Kindergarten** ([http://www.countdowntokindergarten.org](http://www.countdowntokindergarten.org)): engages families, educators and the community in a citywide effort to enhance early learning opportunities and to support the transition into kindergarten. Mayor Marty Walsh, the Boston School Committee and Interim Superintendent John McDonough partner with 28 local organizations to implement a school readiness campaign that helps families participate actively in their children's education right from the start, understand the value of kindergarten, and learn how to choose schools and then register in the Boston Public Schools (BPS). In Boston, this work has promoted teacher collaboration on school readiness issues; doubled the percent of families visiting schools to make informed registration decisions; and increased the percentage of children who enter BPS at kindergarten rather than first grade. It has also resulted in more schools being ready to engage families. It’s goal is to ensure that Boston’s families with young children take advantage of the academic and social benefits kindergarten provides, by raising public awareness about the value of kindergarten, the availability of full-school-day kindergarten, and the steps they can take to support their child’s kindergarten experience. Highly respected as a national model, it has been adapted and used throughout the country.

*This could be an excellent model for promoting Paterson pre-k programs (Countdown to Pre-k).*

**Early Development Instrument (EDI)** ([http://offordcentre.com/research/edi](http://offordcentre.com/research/edi) ([http://earlylearning.ubc.ca/edi](http://earlylearning.ubc.ca/edi)). Since its development in 1998, the EDI has been successfully used, or adapted for use in over a dozen countries, including: Australia, Canada, Chile, China, Egypt, Holland, New Zealand, Indonesia, Jamaica, and Mexico. It is now being used in 60 U.S. communities and statewide in Texas. Data show the EDI is a valid indicator of school readiness and can predict basic skills performance through fifth grade. In addition, EDI results help communities identify neighborhoods where children are most vulnerable and the resources that exist (or do not) to help them. The EDI is an on-line survey with a 120-item checklist that is completed by kindergarten teachers for each child in their class about five months into the school year. EDI focuses on the whole child and includes all of the domains of school readiness, e.g. health, social, emotional and cognitive development, general knowledge and approaches to learning. What is most unique about EDI is that data are not reported back by child or classroom, but rather by neighborhood. With colorful maps pinpointing vulnerabilities with darker shaded areas, the community can then target neighborhoods with the greatest needs. It also allows other population-based data to be aligned with EDI data and overlaid onto the maps. (See map below.) This approach not only democratizes data, as maps are easily read, regardless of literacy or primary language skills, but also enables coalitions, policy makers and funders to precisely target and monitor investments.

*Using the EDI should be a long-term strategy for Paterson, not only to guide investments, but also to consistently measure school readiness and the contributions of the city’s pre-k programs.*

**The Reinvestment Fund Child Map** ([www.trfund.com/childcaremap](http://www.trfund.com/childcaremap)). The Reinvestment Fund (TRF), is a national leader in rebuilding distressed communities. An advocate for good data driving decisions, TRF brings this approach to its own investments and to its work with public policy clients. It created the childcare mapping tool, that enables communities to precisely map and project child care needs and resources. Childcare Map was created to help Philadelphians make decisions about childcare and local leaders are using it for research, planning, exploration and investment in expansion. It is now ready for use in other communities.
Working with TRF and using the child map tool and process can significantly help Paterson as it plans and creates additional pre-k and child care programs.

Cross & Joftus, LLC (C&J)(www.edstrategies.net) is an education consulting firm dedicated to providing education and community leaders with personalized and expert assistance in finance and sustainability, school and district transformation, expanded learnin raparound services and supports, and extracurricular activities are often first on the chopping block. This situation is further complicated by the fragility of many of the school-community partnerships that have formed to support expanded learning; the goodwill needed to sustain partnerships can evaporate quickly in the face of competition for scarce resources. Lack of sound data for making decisions and the fact that many expanded learning partners are unaccustomed to using data to improve performance creates yet another set of challenges to achieving financial stability. C&J helps schools and communities address these challenges and support the expansion Community Schools and the services they provide in Camden. Their experience as a TA provider for cross-site and cross-district efforts; knowledge and understanding of expanded learning (including pre-k) and district transformation strategies; and specialized capability around finance and sustainability-- means that they can provide support that is based on a wide range of experiences and can addresses the multiple In this work, Recent C&J projects include:

Wallace Foundation – C&J is part of the technical assistance team for the Afterschool Systems Building Initiative, supporting 9 cities to establish and improve collaborative governance structures that bring together school districts, city agencies and community based organizations to expand services for children and youth. They also support the cities in developing financing plans to support their work when their grants end. Several districts are utilizing a community schools model to coordinate and deliver services.

Tulsa Public Schools – C&J was contracted by the district to support the transition of its schools into community schools, conducting a comprehensive analysis of current student needs, school offerings, district and community resources, and the district’s strategic priorities and facilitated the development of a plan to provide students and their families with integrated services that will enable them to meet high academic standards.

United Way – Cross & Joftus provides support to United Way Worldwide and its many local affiliates as they build out their education portfolio to focus on improving graduation rates nationwide. This work involves, conducting research, identifying best practices, developing strategies and providing TA to local United Ways building partnerships with school districts around afterschool programs and other expanded learning opportunities for struggling students.

Communities in Schools – Cross & Joftus has provided support to Communities in Schools (CIS) to help them better understand the challenges and opportunities in the current financing climate to support sustainability of current affiliates and further expansion of their model. This involved identifying financing issues affecting current affiliates and analyzing the implications of these issues for CIS’ plans to expand to new states and districts; identifying promising financing strategies that CIS affiliates can adapt and replicate; and building a forecasting model that the national office and its board will use to assess opportunities for growth and expansion over the next decade based on a set of economic and policy variables that can be adjusted as new information becomes available. Most recently, they developed a set of budgeting principles and corresponding budgeting tools for CIS affiliates to use to improve financial practices.

In addition to these clients C&J provided similar support to other national foundations (Mott, Ford, Nellie Mae, Gates), to many school districts (Denver, Portland, Syracuse, and Elizabeth), and to numerous national organizations and non-profits (National League of Cities, the National Summer Learning Association, Council of Chief State School Officers, and America Achieves).
C&J could help Paterson Public Schools and the PECC work on financing strategies for expanding the district’s community schools to include pre-k.

**Mind in the Making Learning Modules for Early Childhood Teachers** ([www.mindinthemaking.org](http://www.mindinthemaking.org))

Mind in the Making Learning Modules for Educators is an 11-part, facilitated learning process designed to bridge the gap between research and teaching practice. These Modules were launched in 2006 and revised in 2011. They are intended to add first-hand experience, using the best research on “minds in the making” — that is, on how young children learn best — to other early childhood education, training and professional development experiences. The Learning Modules are designed to complement existing teaching curricula, with a focus on helping teachers (defined as any adult who teaches and cares for children from birth through the early elementary school years) in schools, centers and home-based settings become more reflective and intentional in their work with children and families. They are being used by many states (including NJ) to help teachers come to appreciate the value of research to them as teachers and learners—not just by reading about research or accepting it at face value, but through “evidence-based practice:” connecting the research with evidence from their own experiences, and with their own values and the values of their families and communities.

*Using this process for early childhood teachers across programs and schools could result in more consistent and high levels of teaching quality and child learning in Paterson's pre-k programs.*

**Mind in the Making 7 Life Skills Train the Trainer Program** ([www.mindinthemaking.org](http://www.mindinthemaking.org)).

The Seven Essential Life Skills: Focus and Self Control, Perspective Taking, Communicating, Making Connections, Critical Thinking, Taking on Challenges and Self-Directed, Engaged Learning are introduced to communities through Community Facilitator Institutes. These are three-day Institutes where community leaders will become the Community Facilitators and learn about the Seven Essential Life Skills Modules by directly experiencing them as a prelude to teaching them. Required participants include elementary principals and teachers, early childhood and pre-k teachers and parents. Using a train the trainer model, participants then train other peers in cross-sector teams of two (e.g. kindergarten teacher and a parent). In addition, the Children’s Aid Society’s National Center for Community Schools and the Institute for Educational Leadership has piloted this resource in New York City. Because this is a transformative process the results in positive relationships among participants and because the Children’s Aid Society and the Institute for Educational Leadership also provide technical assistance to Paterson’s community schools, there is an opportunity to leverage this work to benefit young children throughout Paterson.

**Results Leadership Scorecard 4.0** ([http://resultsleadership.com](http://resultsleadership.com)). The Results Scorecard is an effective tools for tracking the performance of community initiatives and all of the contributing partners and walks users through how to use it. Using Results-Based Accountability as a strategic planning framework. It can house data about progress and results, produce reports, charts and graphs and makes writing proposals and funders reports easy.

*This tool will help the PECC implement and document the results of its efforts to increase enrollment in Paterson pre-k programs and school readiness.*

**Community Café Guide** (similar to Chicago model of ongoing family support and co-created with the National Association of Children’s Trust Funds and United Ways of Washington)

**School Readiness Playbook, The Early Years Institute** ([www.earlyyears.org](http://www.earlyyears.org)). (Publication date: 12/15. This playbook or guide helps communities identify diverse partners for school readiness efforts, understand why school readiness matters to them and suggests ways they can contribute. It also frames the
process of how communities can create sustainable early childhood systems and includes more than 200 resources with links and descriptions. *This guide will be a useful resource for all PECC members and initiative partners as the work goes forward.*

**VROOM** (www.joinvroom.org) is an app and a free texting service that sends parents brain-building, interactive activities to use with their young children of various ages. Parents can decide how often they receive texts (daily, weekly, monthly). Activities are evidence-based and field tested. VROOM also has a host of free materials for community groups (VROOM Dropbox File) to help communities. There is also a VROOM playbook, filled with information and best practices for bringing Vroom to any own community. Everything in the VROOM ™ folder is free to print and use. *This is a valuable resource for promoting parent engagement and interaction with their children before school and even before pre-k. PAL and PECC could promote parent sign ups and the VROOM app, including the possibility of working out an arrangement in which parents sign up in a way that PAL/PECC also receives the list of registered parents, which would enable PECC to continue to connect with these families – for future learning, networking and advocacy.*

**Other Digital Parent Resources**

**Early Learning Environment from Fred Rogers Center** – In an interactive on-line space, parents and educators can customize “playlists” of videos, games and activities on-line and off designed by early childhood experts.

**The Baby Elmo Program** – Using “Sesame Beginnings” videos as a launch pad for interaction with their children, incarcerated fathers are provided with models for positive engagement with their children during visits and after release from prison. The videos are from Sesame Workshop, which has hundreds of video clips, literacy games and tools.

**Storytimes On-line** – The Idaho Commission for Libraries offers a DayByDayID.org website with daily messages to parents about literacy-building activities and daily featured e-books from Tumblebooks, a subscription service free to library users. Virginia and South Carolina, the origin of the idea, have built similar programs.

**Wonderopolis** – Daily tweets, Facebook posts and links to videos about the “wonder of the day” designed to inspire conversation, vocabulary building and further exploration. From the National Center for Family Literacy, which has published more than 700 wonders so far.

**Pocket Literacy via Ounce of Prevention Fund** – The Ounce of Prevention Fund, a national nonprofit, has partnered with Parent University’s Pocket Literacy Coach in sending daily texts to parent’s mobile phones with ideas for literacy activities and reassurances to lessen the stresses of parenting. In 2013, 1,500 Head Start parents will participate in an evaluation of the service.

**Mind in the Making Learning Communities** – Thirty-five organizations in 22 states have created communities of parents, educators and health professionals who come together regularly to watch video clips from baby experiments and discuss ideas from Mind in the Making, a critically acclaimed book by Ellen Galinsky of the Families and Work Institute.

**Comienza en Casa/It Starts at Home** – This program, which is part of the Maine Migrant Education Program, incorporates iPad use, traditional early learning activities and information to help parents improve school readiness and literacy skills for preschool and kindergarten children who speak little to no English.
Family Engagement, Education And Leadership

Desired Result(s):
- Increased Public Pre-K Enrollment;
- Increased Number of Children Ready to Succeed in School;
- Increased Number of Parents Connected to Resources and Peers;
- Increased Number of Parent-led Parent Peer Engagement and Leadership Networks and Activities;

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Partners</th>
<th>Measures</th>
<th>Timing</th>
<th>Resources Needed</th>
<th>Related Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a name for ongoing effort</td>
<td>PECC</td>
<td>Name finalized</td>
<td>12/10/15 (Launch)</td>
<td>Communications Plan</td>
<td></td>
</tr>
<tr>
<td>Web presence for campaign Create web site</td>
<td>PAL, PAL</td>
<td>Documents downloadable Web site launched</td>
<td>Q1 2016, Q2 2016</td>
<td>Integrate effort into PAL website (fact sheet, infographic, parent calendar, pre-k registration dates, etc)</td>
<td></td>
</tr>
<tr>
<td>Activate public campaign to Inform families about pre-k and how to enroll.</td>
<td>PAL/PECC</td>
<td>Campaign finalized w/ measures</td>
<td>Q2 2016 and Ongoing</td>
<td>Communications Plan</td>
<td></td>
</tr>
<tr>
<td>Coordinate with Paterson Reads campaign to promote pre-k attendance.</td>
<td>PAL/PECC, Paterson Reads</td>
<td># of distribution/campaign partners Annual increases in pre-k enrollment</td>
<td>Q2 2016 and Ongoing</td>
<td>Communications Plan Paterson Reads</td>
<td></td>
</tr>
<tr>
<td>Share Pre-K Enrollment information for others (small businesses, retailers, health care providers, libraries, faith leaders, etc.) to share with parents of young children</td>
<td>PAL/PECC</td>
<td># of distribution partners Annual increases in pre-k enrollment</td>
<td>Q2 2016 and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote parent use of VROOM</td>
<td>PECC web site and all members, libraries, health care providers, employers, Campaign for Grade Level Reading, Local policy leaders (?)</td>
<td># of parents enrolled and using VROOM # of parents enrolled and using VROOM # of partners promoting PECC web site for these resources</td>
<td>Q2-4 2016</td>
<td>Communications Plan Use/Collaborate with existing district model and website. Ask district to provide a shortcut link to all Pre-K information and Parent tools we can use on documents and PAL Website.</td>
<td></td>
</tr>
<tr>
<td>Create parent membership program, adapting Boston Thrive in 5 engagement school readiness/family engagement strategies</td>
<td>PAL/PECC</td>
<td># of families enrolled and using swipe cards how swipe card data informs ongoing school readiness and pre-k efforts</td>
<td>2016, for launch in Q1 2017</td>
<td>Identify sponsors for incentives used.</td>
<td></td>
</tr>
<tr>
<td>Create pathways for parent leaders to become part of paid staff for ongoing parent support and education activities, including ongoing Community Cafes and family strengthening activities</td>
<td>PAL/PECC</td>
<td>Increases in paid parent leaders engaging, educating and connecting with peers to promote school readiness and pre-k enrollment</td>
<td>Q1 2016 and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Paterson parent app</td>
<td></td>
<td>Parent app adapted and launched</td>
<td>2017</td>
<td>We believe a mobile website driving users to the existing apps. So we are looking to create a landing page for these resources. Inclusive of a possible short cut from the district website.</td>
<td></td>
</tr>
<tr>
<td>Engage parents in promoting policies that increase resources for increasing and improving Paterson pre-k programs</td>
<td>PAL/PECC</td>
<td># of parent leaders who tell their stories to policymakers increased funding for pre-k expansion, professional development and before and after care</td>
<td>2016-17-18 and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement, Education And Leadership Strategy Considerations</td>
<td>Pro/Rationale/Opportunity</td>
<td>Con/Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a name for ongoing effort THINK PRE-K</td>
<td>• Needed for 12/10 launch</td>
<td>• Needs to work in English, Spanish and Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create web site ENSURE MOBILE FRIENDLY</td>
<td>• Needed for 12/10 launch and follow up</td>
<td>• Needs funding and design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create web site ENSURE MOBILE FRIENDLY</td>
<td>• Needed to be on public outreach materials for pre-k enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate public campaign to inform families about pre-k and how to enroll. EDUCATE NOT ADVOCATE</td>
<td>• Plan to be announced at 12/10 launch</td>
<td>• Consider timing and targets – Spring and fall 2016?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate with Paterson Reads campaign to promote pre-k attendance. KEEP AS SIMILAR AS POSSIBLE TO CREATE FAMILIARITY</td>
<td>• Opportunity to leverage resources</td>
<td>• Requires staff time for coordination and collaboration among Paterson Reads and PAL/PECC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share Pre-K Enrollment information for others (small businesses, retailers, health care providers, libraries, faith leaders, etc.) to share with parents of young children</td>
<td>• Opportunity to reach families throughout the community</td>
<td>• Requires information packaged for others to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote parent use of VROOM</td>
<td>• Opportunity to promote school readiness with state of the art, free, interactive texting service with activities for children from birth-5</td>
<td>• Need to find out if VROOM will share parent emails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create parent membership program, adapting Boston Thrive in 5 engagement school readiness/family engagement</td>
<td>• Opportunity to facilitate parent peer and advocacy network</td>
<td>• Would require funding and additional communications plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create pathways for parent leaders to become part of paid staff for ongoing parent support and education activities, including ongoing Community Cafes and family strengthening activities</td>
<td>• Opportunity to build peer networks that help parents use Paterson pre-k and promote school readiness</td>
<td>• Requires technology plan and partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Paterson parent app</td>
<td>• Opportunity to connect with families over time</td>
<td>• Requires funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage parents in promoting policies that increase resources for increasing and improving Paterson pre-k programs</td>
<td>• Opportunity to create and support a corps of parent champions to influence policy</td>
<td>• Requires relationship building with families over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Requires staff leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Requires funding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Increasing Available Pre-K Programs in Targeted Neighborhoods

**Desired Result(s):**
- A three year plan to increase availability of infant-toddler (readiness) and pre-k programs
- Increased number of community schools providing pre-k programs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Partners</th>
<th>Measures</th>
<th>Timing</th>
<th>Needed Resources</th>
<th>Related Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand and enhance existing community schools to include pre-k</td>
<td>PAL/PECC/PUSD</td>
<td># of community schools with pre-k</td>
<td>2016 planning for 2017 launches and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with finance expert (Sharon Deich) to identify ways school district can use existing state and federal funds to support community school expansion</td>
<td>PAL/PECC/PUSD</td>
<td>Amount of $ redeployed to support community school pre-k expansion</td>
<td>Q1 - 2 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create three-year plan to add high quality pre-k and infant/toddler programs, starting with highest need wards and neighborhoods</td>
<td>PAL/PECC</td>
<td>Detailed plan for new programs, including locations, costs, funders, timing and other key elements and using more detailed child care mapping and use projections</td>
<td>Complete in Q3 2016</td>
<td>Data work with Philadelphia Investment Project’s Child map resource</td>
<td></td>
</tr>
<tr>
<td>Work with local, state and federal policymakers to increase funding for new high quality pre-k and infant-toddler programs</td>
<td>PAL/PEC/ Elected Officials</td>
<td>Increased funding</td>
<td>2016 and ongoing</td>
<td>Parent engagement, education and leadership</td>
<td></td>
</tr>
</tbody>
</table>

### Increasing Available Pre-K Programs in Targeted Neighborhoods Strategy Considerations

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Pro/Rationale/Opportunity</th>
<th>Challenges/Con</th>
</tr>
</thead>
</table>
| Expand and enhance existing community schools to include pre-k | • Opportunity to leverage existing community schools for pre-k expansion  
• Many community schools in other communities offer pre-k  
• Opportunity to leverage TA from Children’s Home Society to PUSD for this effort | • Will require staffing to coordinate development of pre-Ks  
• Will require funding for pre-k start up and staffing |
| Work with finance expert (Sharon Deich) to identify ways school district can use existing state and federal funds to support community school expansion | • Could identify ways to fund before and after care, so that working parents can afford it (which could increase pre-k enrollment)  
• Could identify ways to fund community schools pre-k expansion | • Will require funding for consultant  
• Requires collaboration with school district and community schools leadership |
| Create three-year plan to add high quality pre-k and infant/toddler programs, starting with highest need wards and neighborhoods | • Opportunity to assure that all Paterson young children attend pre-k  
• Opportunity to provide family strengthening and school readiness promoting services for families with infants and toddlers (because the first three years are critical for early brain development) | • Will require funding for data analysis of high need wards  
• Will require funding for data to project pre-k needs over time  
• Will require working with facilities and development experts to plan and launch new programs. |
| Work with local, state and federal policymakers to increase funding for new high quality pre-k and infant-toddler programs | • Possible opportunity to secure federal earmarks to develop new programs and improve quality of all pre-k programs  
• Opportunities to engage parent leaders in these efforts | • Requires funding and staff to support |
**Assuring Consistent High Quality Among All Programs**

**Desired Result(s):**
- All public pre-k programs offer consistent quality.
- Parents understand what to look for and how to choose among various programs.
- Public pre-k staff across programs participates in shared learning activities.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Partners</th>
<th>Measures</th>
<th>Timing</th>
<th>Needed Resources</th>
<th>Related Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor Mind in the Making Seven Life Skills Train the Trainer Program for elementary principals, elementary and pre-k teachers and administrators and parents together.</td>
<td>PAL/PECC/PUSD Families and Work Institute</td>
<td># of participants</td>
<td>Prepare for Q3 2016 launch</td>
<td></td>
<td>Family Engagement, Education and Leadership</td>
</tr>
<tr>
<td>Convene and staff ongoing cross-program early childhood teacher and administrator learning community, for shared learning activities that result in high quality programs.</td>
<td>PAL/PECC</td>
<td># of participating teachers and administrators - reported perspective and behavior changes</td>
<td>Launch 2017 and ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assuring Consistent High Quality Among all Pre-K Programs Strategy Considerations</th>
<th>Pro/Rationale/Opportunity</th>
<th>Challenges/Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor Mind in the Making Seven Life Skills Train the Trainer Program for elementary principals, elementary and pre-k teachers, administrators and parents together.</td>
<td>• Opportunity to increase relationships among all players&lt;br&gt;• Opportunity to increase executive functions skills for young children and adults&lt;br&gt;• Opportunity to sustain as this is a train the trainer model</td>
<td>• Requires funding ($50/person)&lt;br&gt;• Requires time (nine week course)&lt;br&gt;• Will require Spanish language trainers</td>
</tr>
<tr>
<td>Convene and staff ongoing cross-program early childhood teacher and administrator learning community, for shared learning and improved quality.</td>
<td>• Opportunity to increase quality&lt;br&gt;• May be opportunity to leverage state professional development support</td>
<td>• Requires funding&lt;br&gt;• 13 week time commitment</td>
</tr>
</tbody>
</table>
Using Data To Measure Progress And Results

Desired Result(s):
• PECC operates in a culture of ongoing data use to inform ongoing work.
• RBA Scorecard is used to promote accountability for all aspects of the work and tell the Paterson story over time
• EDI results and resulting action plans every 2-3 years

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Partners</th>
<th>Measures</th>
<th>Timing</th>
<th>Needed Resources</th>
<th>Related Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use RBA Scorecard among at least 5 partners to document overall results, contributions of various partners, data changes over time and other accountability measures.</td>
<td>PAL/PECC</td>
<td>Detailed child care program maps and projections</td>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with Investment Project to map existing child care programs and project future program needs.</td>
<td>PAL/PECC</td>
<td>EDI results every 2-3 years</td>
<td>2016 planning</td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>Conduct EDI every two or three years to measure school readiness increases and to laser focus investments in community resources to promote school readiness.</td>
<td>PAL/PECC/PUSD</td>
<td>2017 data collection, analysis and action planning</td>
<td>2019 field EDI and report results to community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using Data To Measure Progress And Results

<table>
<thead>
<tr>
<th>Strategy Considerations</th>
<th>Pro/Rationale/Opportunity</th>
<th>Challenges/Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use RBA Scorecard among at least 5 partners to document overall results, contributions of various partners, data changes over time and other accountability measures.</td>
<td>• Opportunity to keep track of multiple partners, activities, data and results in easy to report formats • Opportunity to create and support a culture of using data as implementation unfolds</td>
<td>• Funding needed for 5 licenses beginning 1/15 • Training needed for PECC members to learn and use scorecard</td>
</tr>
<tr>
<td>Work with Investment Project to map existing child care programs and project future program needs.</td>
<td>• Use of childmap tool will enable effective planning for current and future pre-k and child care needs</td>
<td>• Funding needed for Investment project • Staffing time needed to coordinate data analysis</td>
</tr>
<tr>
<td>Conduct EDI every two or three years to measure school readiness increases and to laser focus investments in community resources to promote school readiness.</td>
<td>• Will deliver ongoing data about school readiness investments and community supports</td>
<td>• Requires collaboration with school district • Requires staffing support</td>
</tr>
</tbody>
</table>
Paterson Pre-Kindergarten Initiative
Communications Strategy & Tactics Recommendations
Ennis Carter, Director, Social Impact Studios
Creative Communications Partner

Based on stakeholder engagement and creative message & image review at a testing sample of early learning centers, we make the following recommendations for a communications approach to increasing participation at the pre-K level in Paterson:

WEBSITE PORTAL WITH A FULL LISTING OF ALL PRE-K PROGRAMS IN PATERSON
This is the number one thing that people want in Paterson – a way to consolidate all of the information about every preschool in the area in one on-line source. This would be a large undertaking and would need to be centrally maintained for years to come. It has the potential to be a powerful resource to affect the goal of registration almost more than any other element.

• Database-driven at first, then community-driven with use
  • For a successful initial database, we recommend a centralized approach to gathering and maintaining data for consistency and timeliness. Once the infrastructure for such a resource is in place and shown to be an effective tool, the community of preschool programs would be able to self-report information on a regular basis. Setting it in place and maintaining quality assurance at a baseline would probably take 9-12 months before becoming a community-driven resource
  • Such a resource should drive people directly to preschools for contact and follow up – we are finding it harder to get people to take too much action on websites – and equally difficult to coordinate centralized, regular follow up with those who do. We connecting people with local schools directly as quickly as possible and then making sure that the schools have great tools and practices for follow up.

MULTI-LINGUAL VERSIONS OF ALL COLLATERAL
There are many languages used in Paterson. To reach the broadest number of people in the city, we recommend that all collateral material (digital, print, verbal) be made available in the following most highly used languages:

• English
• Spanish
• Bengali

2-3 YEAR PUBLIC AWARENESS CAMPAIGN: THINK PRE-K!
Getting attention in today’s world can be challenging. It’s no longer enough to rely solely on traditional media to get a story out to the public and garner support. Grassroots engagement, along with traditional forms of communication, has proven to be the most effect ways to change opinions and behavior, especially at a local level.

Discovery creative work for this project focused on developing an “Identity” that would carry a strong message, image and information to encourage participation. After extensive testing and leadership review, we landed on an overall look, central rally cry and messaging that would be used on all collateral material for a public campaign.
THINK PRE-K!

Kids who go to Pre-School are ready when they start kindergarten... and do better in school!

FREE Quality Education in Paterson
PatersonPreK.org
To get the most traction out of communications efforts, we recommend a dedicated and orchestrated 2-3 year Public Awareness Campaign that would include the following elements:

**Placement**
- Postcard mailing with sticker/magnet reminder element
- Utility/Cable bill stuffer
- Grocery store circular/bag stuffers
- Bodega/Quick mart window posters/bag stuffers
- Restaurant/Fast Food window posters/bag stuffers
- Kids clothing store window posters/bag stuffers
- Flyers/inserts – public school backpack stuffers, church bulletins, gyms, other stores, etc.
- Advertising
  - Local paper advertising
  - Facebook
  - Gas station pump advertising
- Mass transit
- Electronic Billboard

**Site-specific signage that connects to campaign**
- Lawn sign
- Window sign

**Promotional Toolkit for preschools & ambassadors**
- Downloadable tools & resources
- Workshops for making the most of the campaign to promote their preschool

**Coordinated Open House Tours for in-person visits**

**Ambassadors**
We recommend organizing ambassadors at key community institutions to be “Preschool Navigators” for their own constituencies. This would also be a group that can learn from and support each other and share best practices. Workshops and a Facebook Group would be an ideal way to energize communications among these ambassadors.
- Churches
- Gyms
- Cultural community groups/centers
- Arts & Culture groups/centers

**Incentive System**
There is a potential to explore incentive systems that provide rewards for engagement. This approach has been effective in other cities, but would require dedicated organizing and management. 
*See “Campaign Organizer” below.*

*Cost estimate could really range, especially if it becomes popular. Rough: $10,000+
This would be best done as a sponsored program by a business or other institution.*

**Campaign Organizer**
Running an effective public awareness/behavior-change campaign takes a lot of coordination and work. We recommend a staffed position for the duration of the campaign. It could be full or part time, depending on the size of the campaign and goals.
Members of the Paterson Early Childhood Coalition

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lolly Burkin</td>
<td>Read To Know</td>
</tr>
<tr>
<td>Janis Strasser</td>
<td>William Paterson University</td>
</tr>
<tr>
<td>Inge Spungen</td>
<td>4CS Of Passaic County</td>
</tr>
<tr>
<td>Linda Reid</td>
<td>Paterson Education Fund &amp; PEOC</td>
</tr>
<tr>
<td>Doris Pagan</td>
<td>Paterson Education Fund</td>
</tr>
<tr>
<td>Rosie Grant</td>
<td>Paterson Education Fund</td>
</tr>
<tr>
<td>Arlene Tighe</td>
<td>Greater Bergen Community Action</td>
</tr>
<tr>
<td>Mariela Perez</td>
<td>4CS Of Passaic County</td>
</tr>
<tr>
<td>Coleen Porcher</td>
<td>4CS Of Passaic County</td>
</tr>
<tr>
<td>Jennifer Garcia</td>
<td>4CS Of Passaic County</td>
</tr>
<tr>
<td>Kamili Leath</td>
<td>Thomas Edison State College</td>
</tr>
<tr>
<td>Victoria Hernandez</td>
<td>NJCDC</td>
</tr>
<tr>
<td>Carolyn McCombs</td>
<td>New Destiny Family Success Center</td>
</tr>
<tr>
<td>Nancy Griner</td>
<td>Greater Bergen Head Start</td>
</tr>
<tr>
<td>Marie Kinsella</td>
<td>Partnership For Maternal Child Health Of Northern NJ</td>
</tr>
<tr>
<td>Karen Perez</td>
<td>Passaic County Community College Child Dev Center</td>
</tr>
<tr>
<td>Leah Dade</td>
<td>Paterson Alliance</td>
</tr>
<tr>
<td>Nancy Holtje</td>
<td>Paterson Public Schools</td>
</tr>
<tr>
<td>Donna Actable</td>
<td>Paterson Public Schools</td>
</tr>
<tr>
<td>Yolanda Viera</td>
<td>Greater Bergen Community Action</td>
</tr>
<tr>
<td>Jeannie Paige</td>
<td>NJCDC</td>
</tr>
<tr>
<td>Kristen Oneil</td>
<td>NJCDC</td>
</tr>
<tr>
<td>Irene Sterling</td>
<td>Paterson Free Public Library</td>
</tr>
<tr>
<td>Anna Snead</td>
<td>Greater Bergen Community Action</td>
</tr>
<tr>
<td>Yvonne Zuidema</td>
<td>United Way Of Passaic County</td>
</tr>
</tbody>
</table>

Appendix A