



**NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES**

# **NJ4S Advisory Board Meeting**

**June 4, 2024**

# Agenda

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- Welcome
  - Update on NJ4S Hubs
- Data presentation highlighting the first school year of NJ4S operation
- Update on program evaluation
- Plans for the NJ4S network to address school absenteeism
- Plans for summer programming
- Discussion



# Hub Update - April 25 NJ4S In-Person Meeting

## ■ School Representative Panel

- *What made you apply for services?*
- *Experience with the information system/applications*
- *Level of utilization of NJ4S Tier 2 and Tier 3*
- *What should we know*
- *Additional Recommendations*

## ■ Hub Advisory Committee Panel

- *What benefits for the community*
- *How can we strengthen the relationship of communities, schools and students/families*
- *What should we know*
- *Additional recommendations*

## ■ Small Group Breakouts

1. *What should be prioritized moving forward based on what you are hearing from community partners?*
2. *What would you like to improve/enhance?*
3. *Is there anything we should do less of and or not needed in NJ4S based on what you are hearing in community?*
4. *(stakeholder group)-can you identify any opportunities to build on in NJ4S?*





**NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES**

# **NJ4S Advisory Board Meeting**

## **NJ4S Evaluation Update**

6/4/2024

# Agenda

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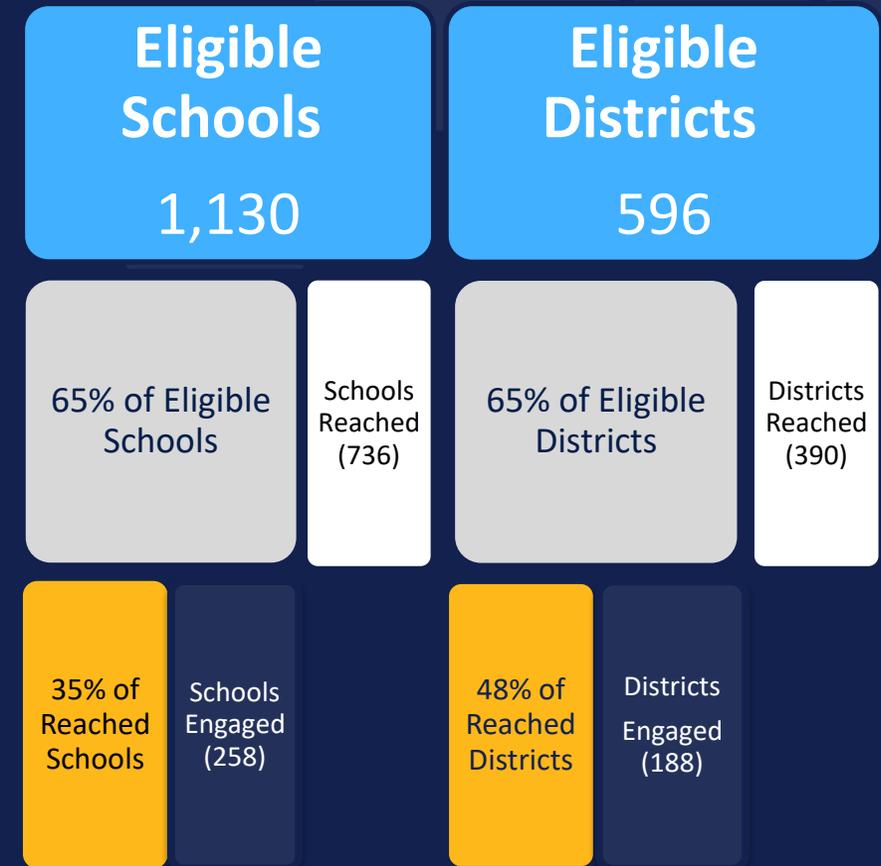
- NJ4S Program Data
  - Reach & Engagement
  - Participation and Growth
  - NJ4S Services
  - Participant Demographics
- Qualitative Observations



# NJ4S Eligibility

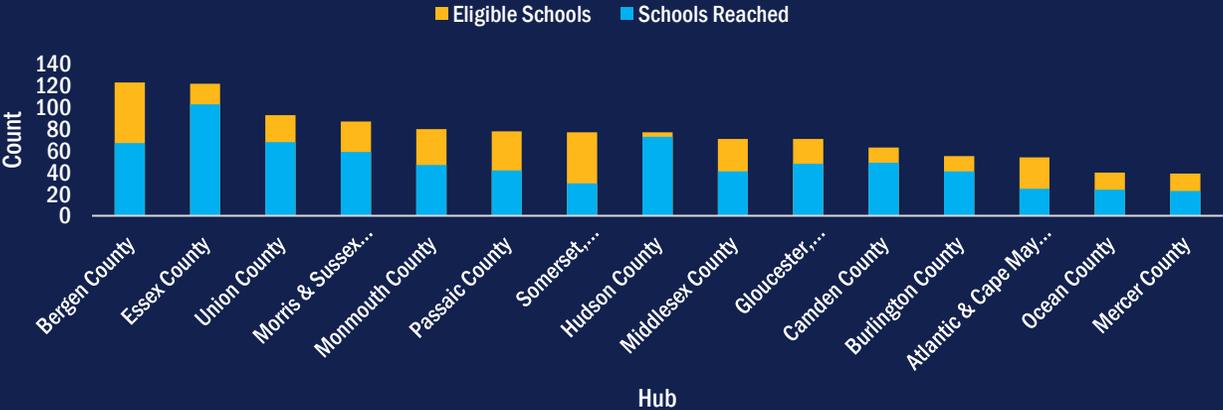
- ELIGIBLE schools:** Schools meet criteria to apply for Tier 2 and Tier 3 services.
  - Public middle – high school (6-12)
  - K-8 upper grades (6-8)
  - Variants of K- 8 (6-8)
- ELIGIBLE districts:** Have at least one school that meets the above criteria
- REACHED school and/or district:**
  - Has provided NJ4S with contact info
  - Can access the NJ4S portal to submit Tier 2 or Tier 3 applications &/or view the service dashboard
- ENGAGED schools and/or districts:** Application for services submitted

## NJ4S Reach & Engagement

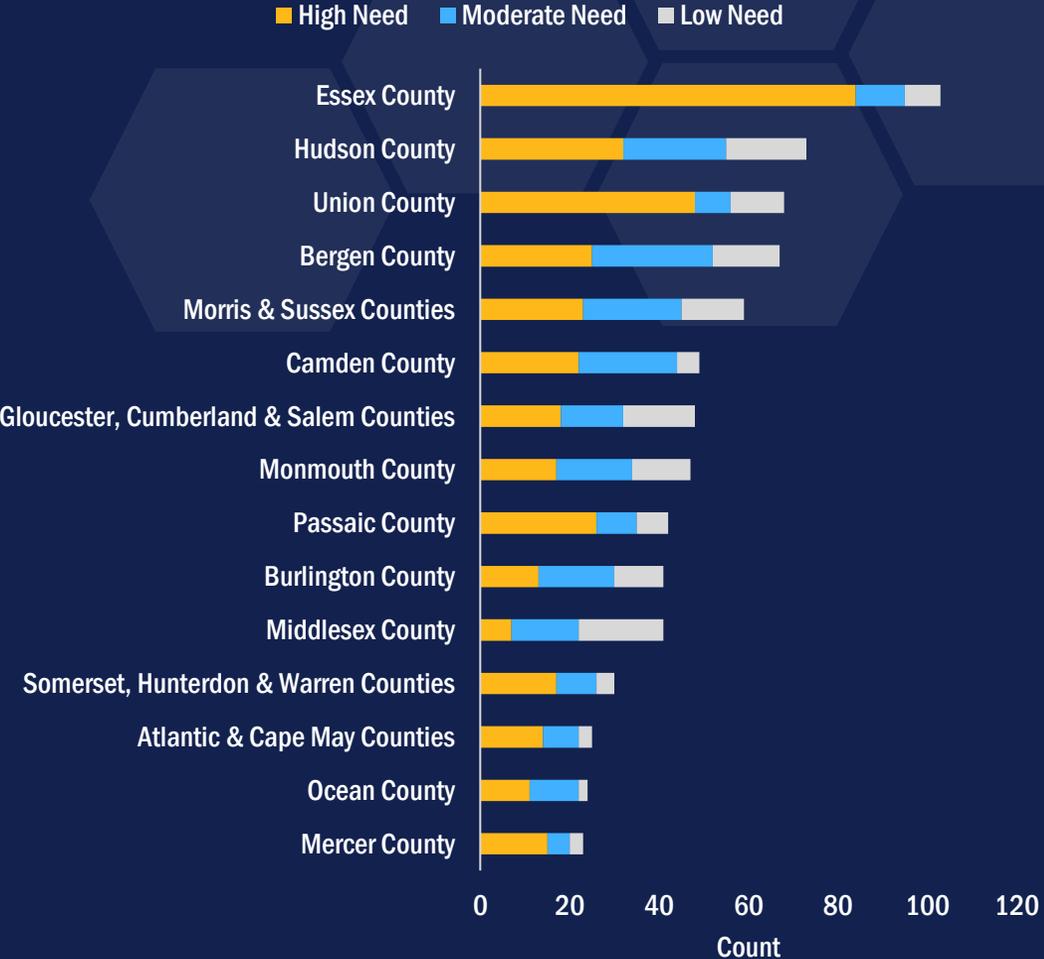


# NJ4S Reach by Hub

NJ4S School Reach by Hub



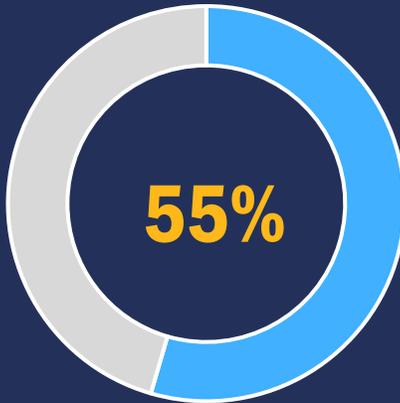
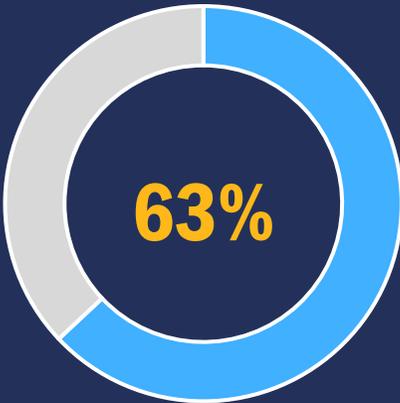
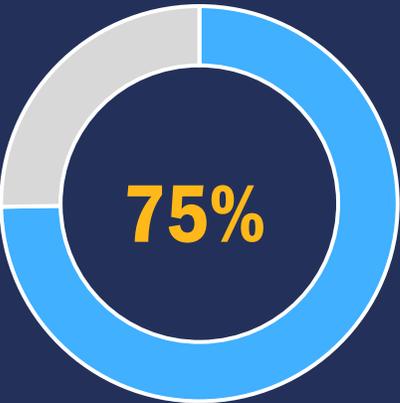
NJ4S School Reach by Need Level



High Needs Schools Reached

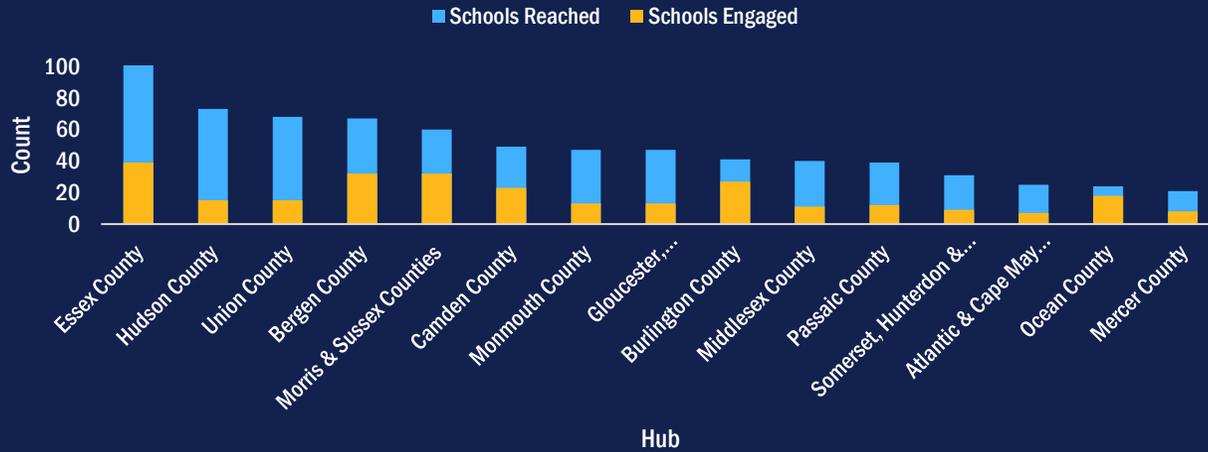
Moderate Needs Schools Reached

Low Needs Schools Reached

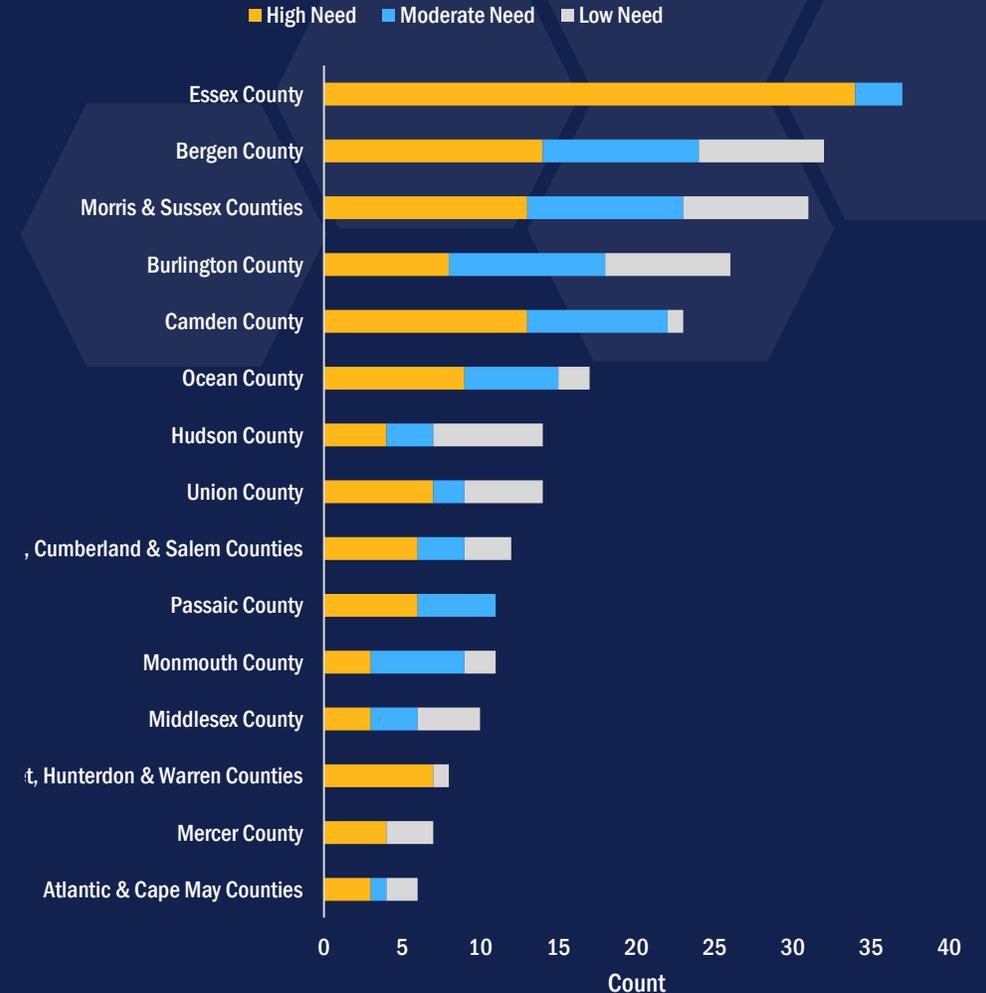


# NJ4S Engagement by Hub

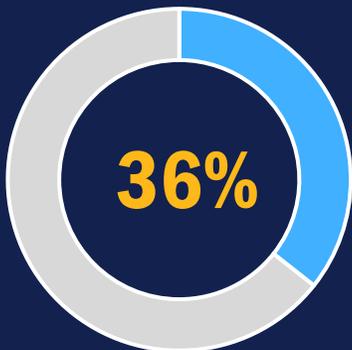
## NJ4S School Engagement by Hub



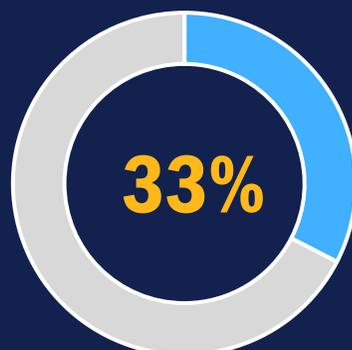
## NJ4S School Engagement by Need Level



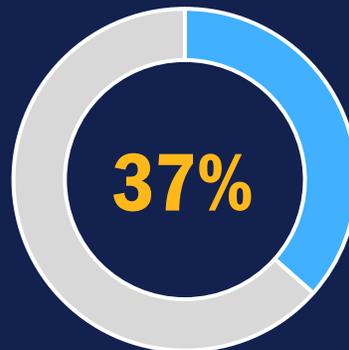
### High Needs Schools Engaged



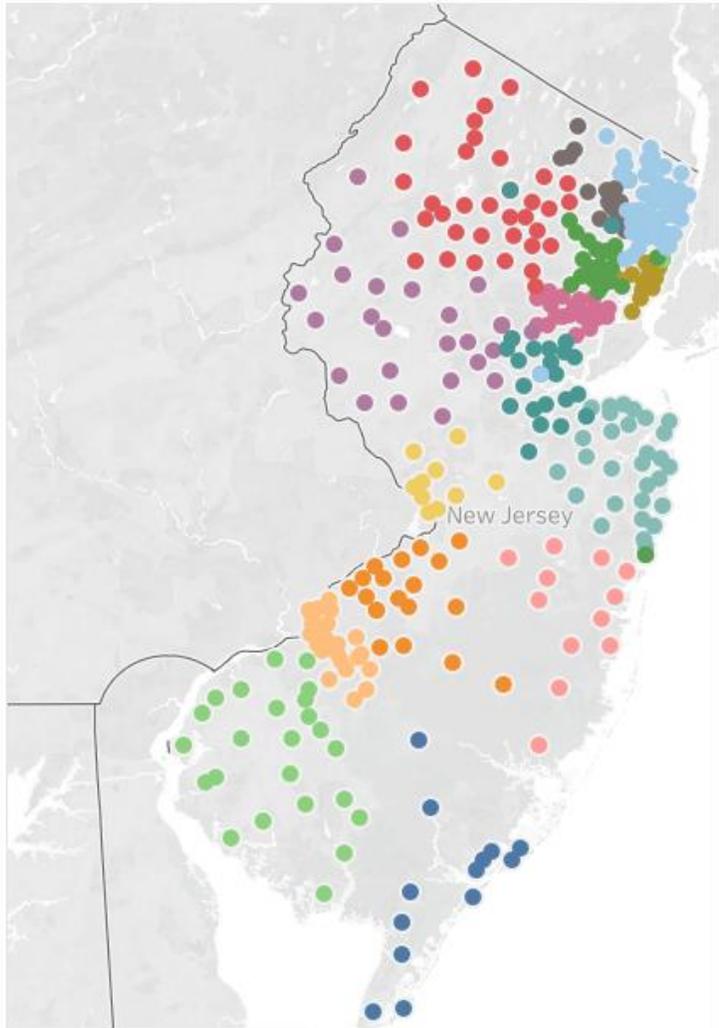
### Moderate Needs Schools Engaged



### Low Needs Schools Engaged



### NJ4S School Reach Map



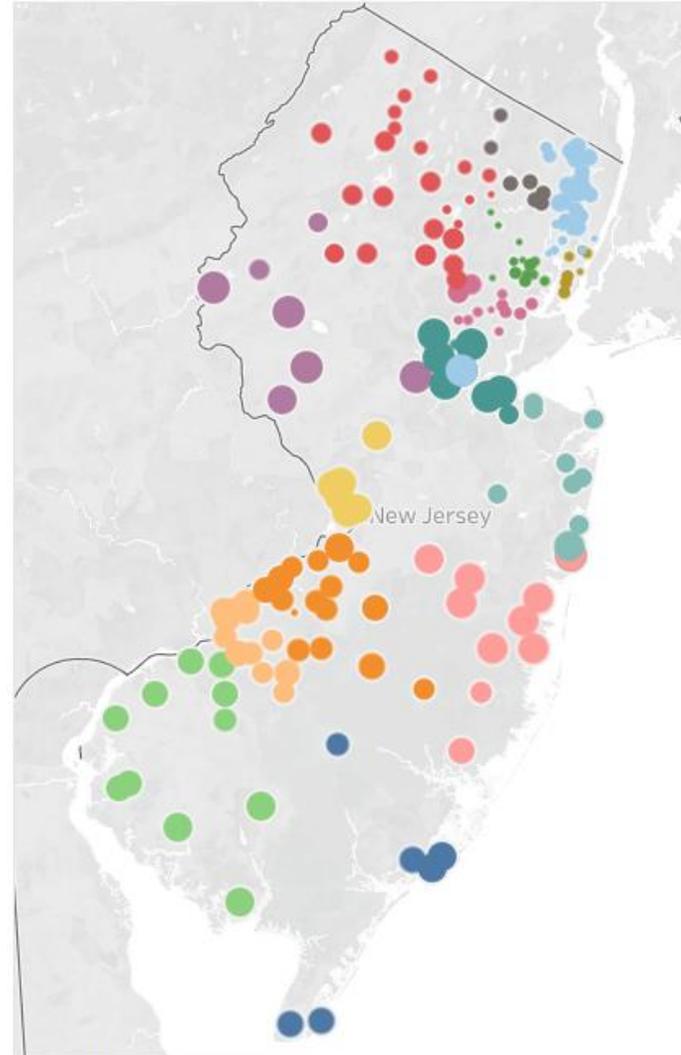
District Need  
(All)

Hub/Vicinage

- Atlantic & Cape May Counties
- Bergen County
- Burlington County
- Camden County
- Essex County
- Gloucester, Cumberland & Sale...
- Hudson County
- Mercer County
- Middlesex County
- Monmouth County
- Morris & Sussex Counties
- Ocean County
- Passaic County
- Somerset, Hunterdon & Warre..
- Union County

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### NJ4S School Engagement Map



District Need Level  
(All)

Hub/Vicinage

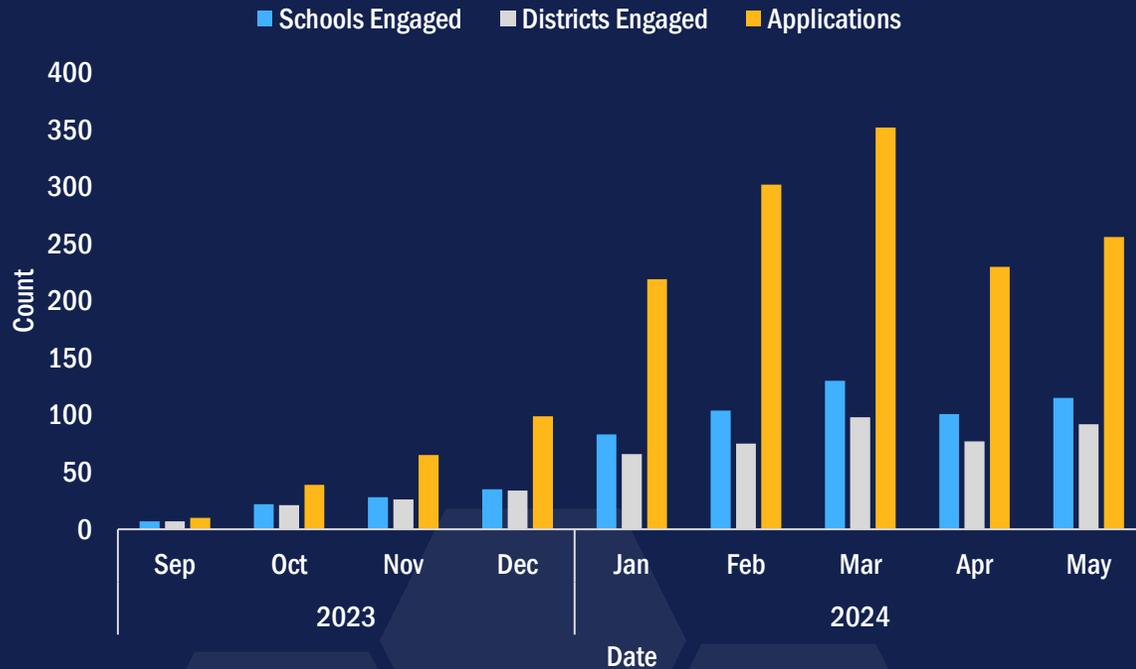
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- Monmouth County
- Morris & Sussex Counties
- Ocean County
- Passaic County
- Somerset, Hunterdon & W..
- Union County

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# NJ4S Participation Growth

## NJ4S Growth Since Implementation



## NJ4S Cumulative Applications by Need



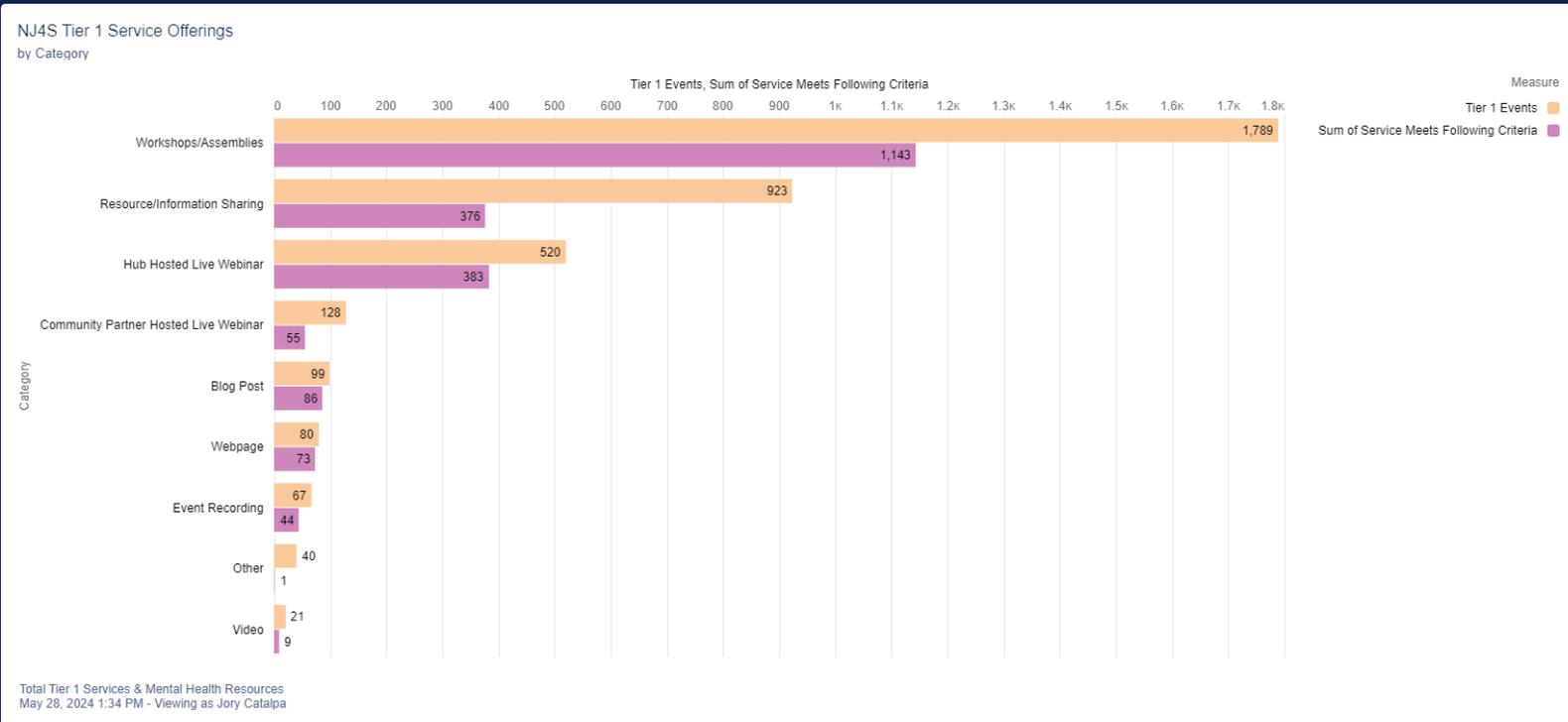
- Steady district engagement
- Month to month increase in school engagement & applications
- High need schools and Tier 3 requests make up the majority of applications



# NJ4S TIER 1 GENERAL SERVICE EVENTS



# NJ4S Tier 1 Published Service Offerings



**Published Service Offerings:** Events that Hubs program into the system for school reps to view through the NJ4S Portal

**Meets Mental Health Criteria:** The aim of the event aims to increase the mental well-being of NJ4S Stakeholders

*Most Tier 1 Events are workshops and assemblies*

*59% of the workshops and assemblies focus on mental health*

*\*3,679 Published Events*

[NJ4S Tier 1 Published Events | Salesforce](#)



# NJ4S Service Tickets (Open/Delivered)

**Service Tickets Opened:** The number of service session(s) related to the Tier 1 Event

**Service Tickets Delivered:** Service session(s) delivered per Tier 1 Event

- STs record service session details, staff hours, audience attendance, event location, & session notes
- Multiple STs could be concurrent sessions or repeated sessions, over time.
- **169 Schools have participated in 2,316 Tier 1 events & benefited from 3,302 Service Sessions delivered**

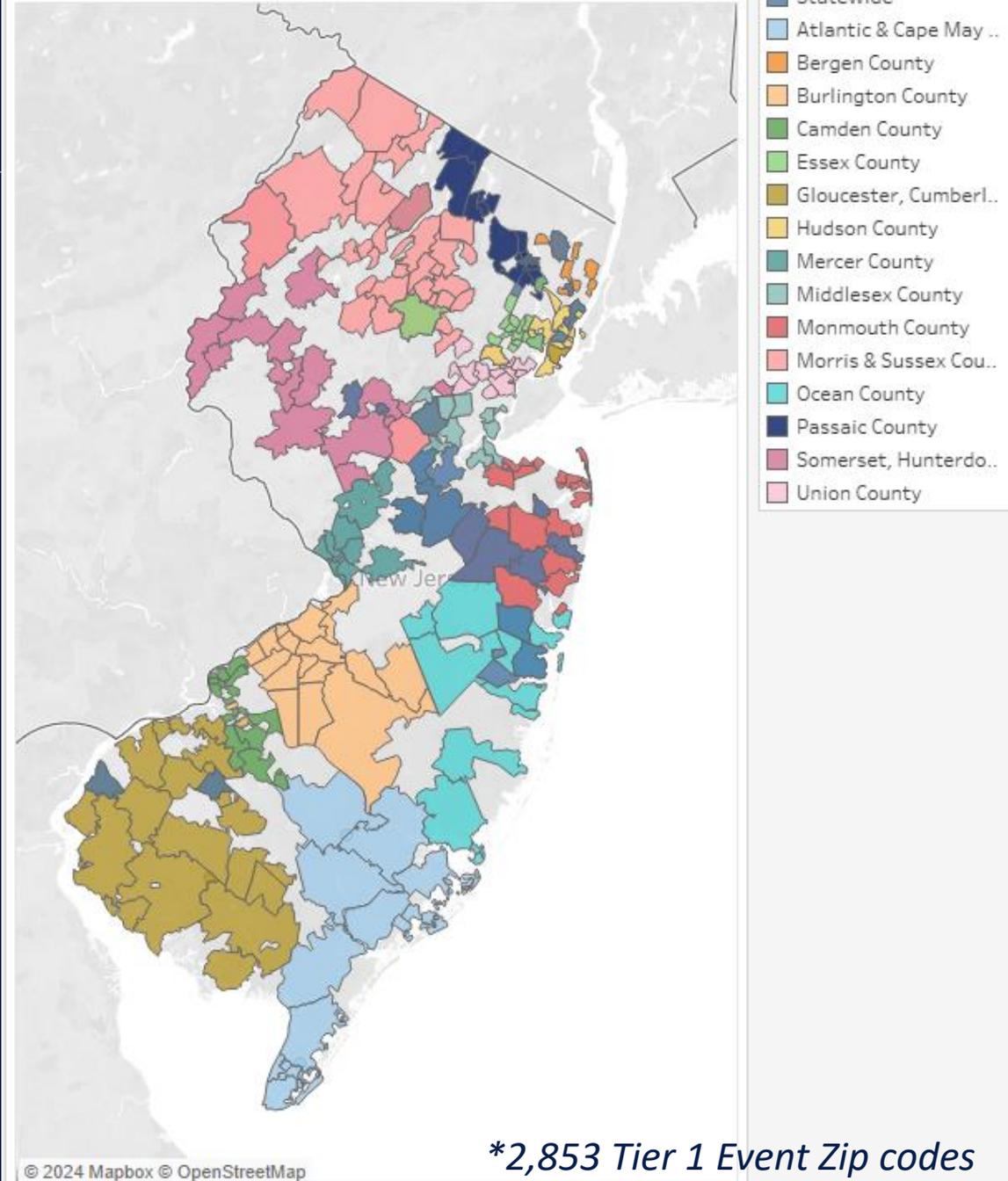
*95% Delivery rate of Tier 1 services*

*On average, there are 2.18 Service Tickets per Tier 1 Event*

- [SD = 2.29, Min =1, Max =20, Mode = 1]



Tier 1 Events Across NJ



*\*2,853 Tier 1 Event Zip codes*

# NJ4S Tier 1 Attendance & Staff Hours

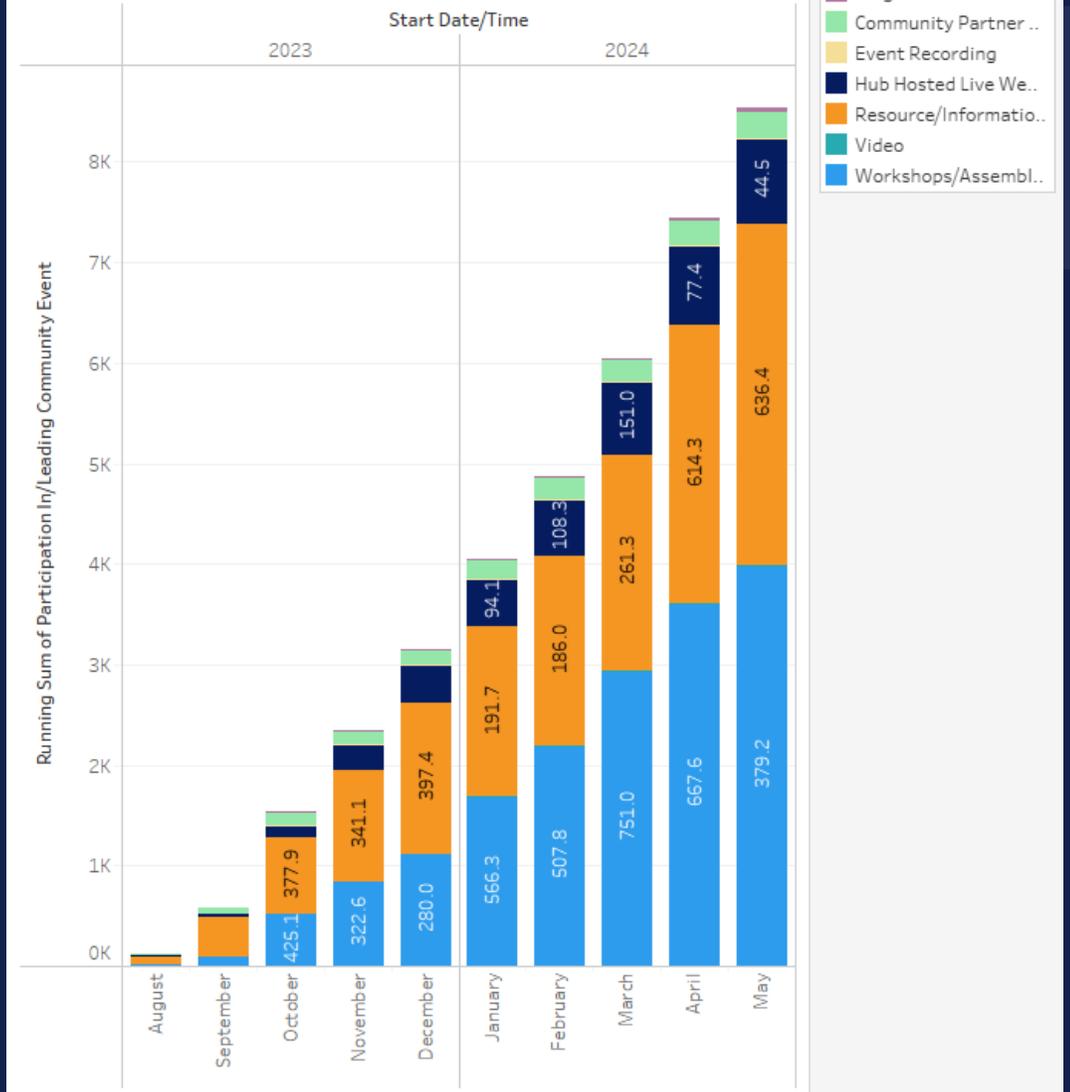
## Tier 1 Attendance Growth



Event Type

- Online Resource
- Virtual
- In-Person

## Tier 1 Staff Hours



Category

- Blog Post
- Community Partner ..
- Event Recording
- Hub Hosted Live We...
- Resource/Informatio..
- Video
- Workshops/Assembl..



# NJ4S TIER 2 & 3 SERVICE APPLICATIONS



# NJ4S Applications & Engagement

## Applications by Status (N = 1,617)

Services Offered  
(1,096)

Hub Intervention  
(614)

Closed Applications  
(726)

Community Referrals  
(342)

## Service Profile

Active Services  
(343)

Services in Use  
(236)

EBP Services (99)

Applications Using  
EBPs (390)

## Tier 2 Services

Applications (274)

Service Sessions  
Offered (1,522)

Unduplicated  
Attendance (5,062)

Staff Hours (1,179)

## Tier 3 Services

Applications (820)

Service Sessions  
Offered (4,392)

Unduplicated  
Attendance (922)

Staff Hours (2,424)

# Service Spotlight: Absenteeism

## Reason for Referral

*“School reported having an abundance of students dealing with chronic absenteeism.”*

## Summary of Session

*“Students are learning to improve their attendance, manage relationships, and balance academics, enhancing their overall development and success.”*

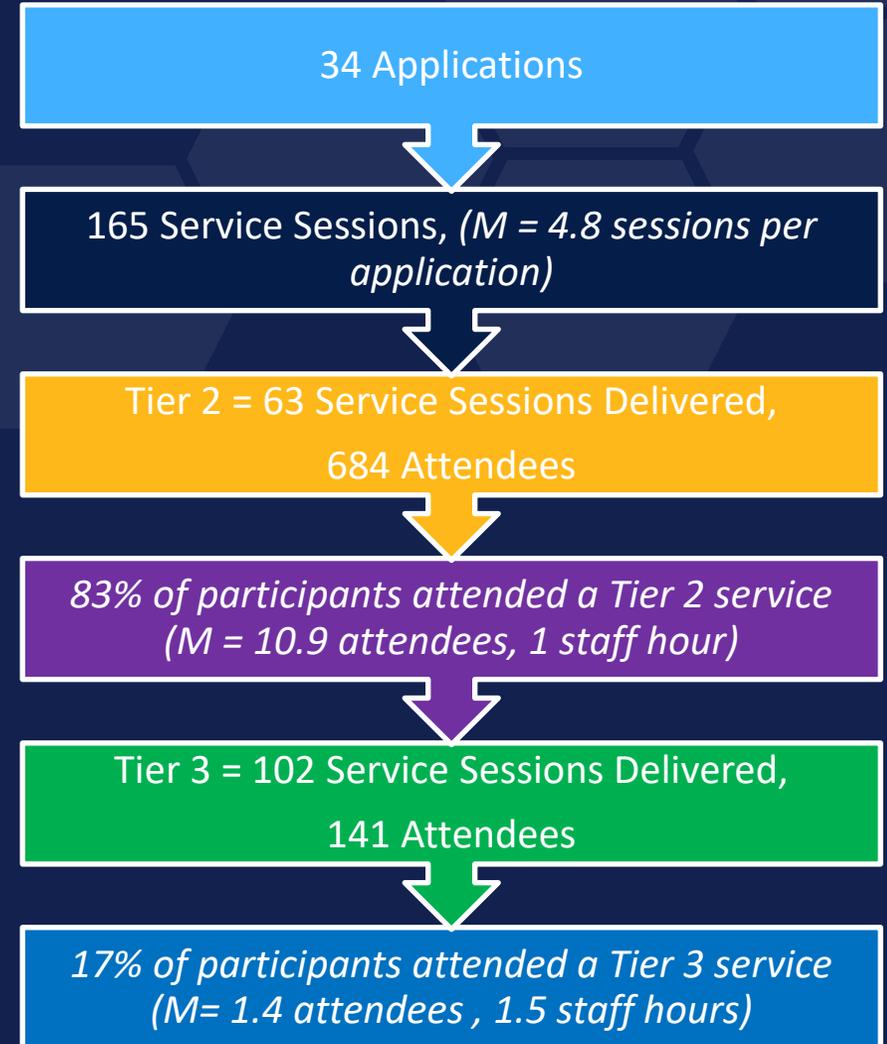
*“Counseling services were provided for the student due to school concerns of absenteeism.”*

## Barriers or Challenges

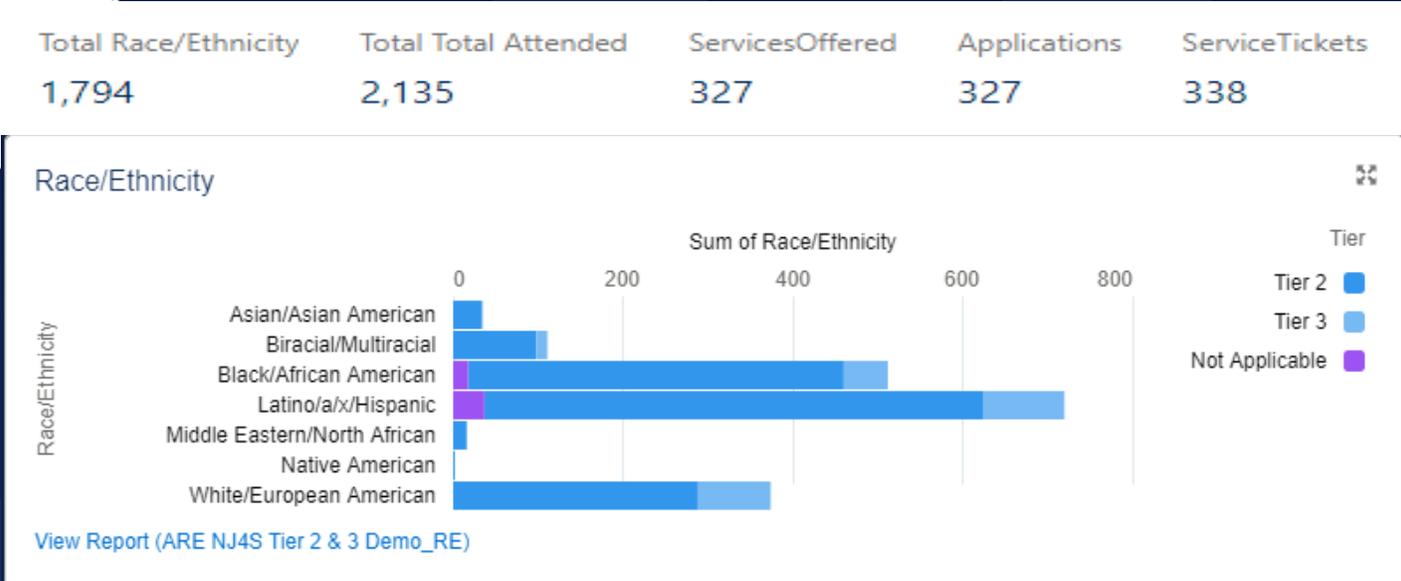
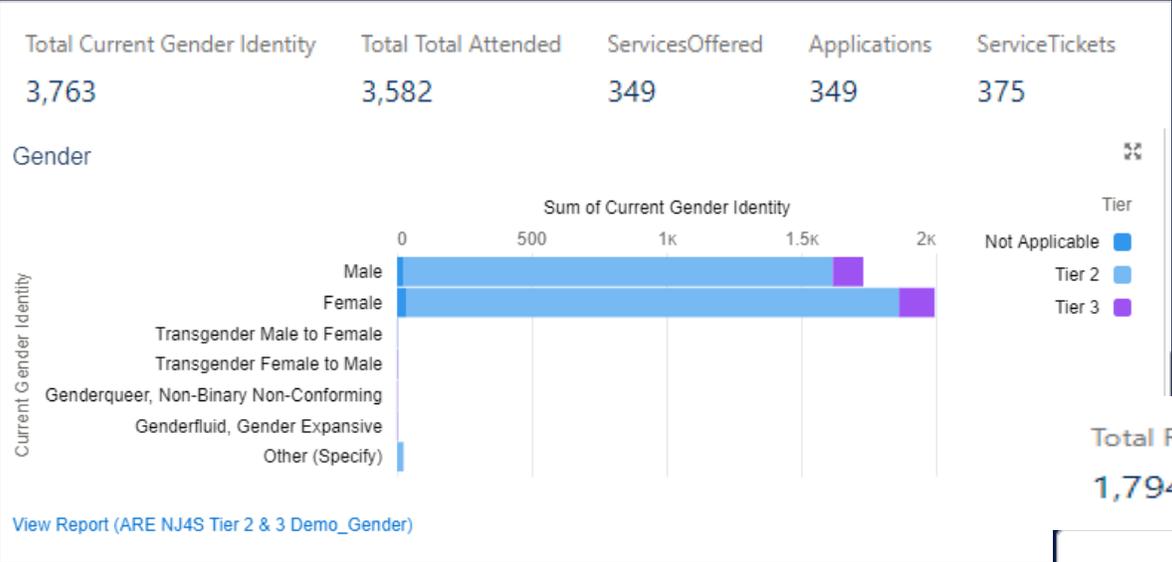
*“[A] challenge we identified was the students’ perception of the program. They seemed to be under the impression that it was group counseling. Due to this, some of the students would share things that they should have been sharing in one-on-one counseling*

## Outcomes observed

*“Students enjoyed group-based discussions and activities and appreciated their concerns being voiced.*



# NJ4S Demographics



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# NJ4S ETHNOGRAPHIC EVALUATION



# NJ4S Ethnographic Observations

## Ethnography introduction:

1. What is ethnography?
2. Why use ethnography?
3. Who are we talking to?
4. What are we hoping to learn?
5. What are we paying attention to?
6. How will the information be used?

## April 2024 Kickoff

Connected with all 5 Hub Sites

1. Tier 1 & 2 Field Observations  $N = 11$
2. Advisory Board Observations  $N = 4$

## Highlights

1. Facilitated EBPs according to the prescribed curriculum
2. Building strong mentoring relationships

*One thing an ethnographer can see that a database cannot is how students' faces and eyes light up when they see their dedicated Hub staff.*

*One could also miss, if they do not observe, how the Hub staff show kindness, generosity, respect, and enthusiasm for the participants.*

## Opportunities

1. Flesh out more fully content as to how it directly applies or has applied to participants, and let them talk more freely
2. Discuss with partners and collaborators how students might be referred

*Gifts like notebooks and other swag seem to light up participants*

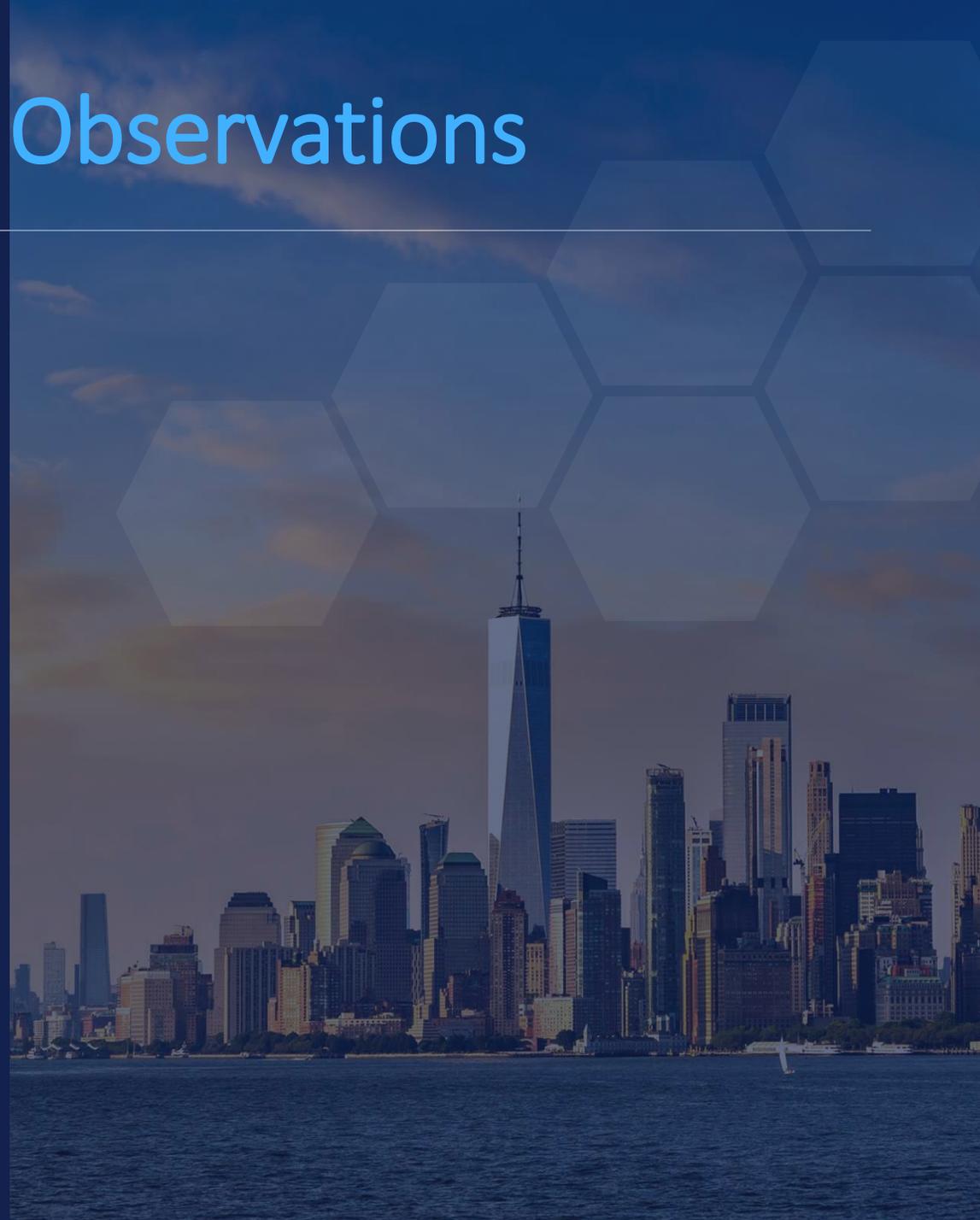


# NJ4S Ethnographic Observations

## North Jersey Spotlight

### Life Skills 6th Grade Latinx Community

1. View of NYC skyline, showing signs of wealth
2. Uplifting artwork & scenery
3. Huge hills with overdeveloped landscape
4. Bodega on corner that is bustling
5. Colorful murals representing diversity
6. NJ4S facilitation on the woes of marketing
7. Students recalled past lessons about deceptive marketing practices and avoiding alcohol
8. Student lifted up issue about alcohol at home  
"In my family all the parties have alcohol."
8. Facilitator said to focus on your choices, leaving the student unsure if their family is considered "bad."
9. Mixed gender group
10. Students shot up when bell rang



# NJ4S Ethnographic Observations

## North Jersey Spotlight

### Life Skills 7th-8th Grade African American Students

1. View of NYC skyline, showing signs of wealth
2. Uneven development in neighborhood section – historical politics
3. Colorful mural on school building
4. Security at front of school yell out a warning *"NJ4S is here!"*
5. Two very disciplinarian-appearing teachers remain in the room during session; one has their arms folded the entire time
6. There is **no artwork** to celebrate these children
7. An announcement calls out four boys and they miss the whole session
8. **NJ4S** facilitation on "things that get you mad"
9. Student said: **"Fake people that lie."** Another student smacked back with: **"So you mean yourself."**
10. Facilitator ignored the interaction, but a teacher said that exchange was being marked down. Teacher also said they were marking down participation. This was not a welcoming vibe for the event.

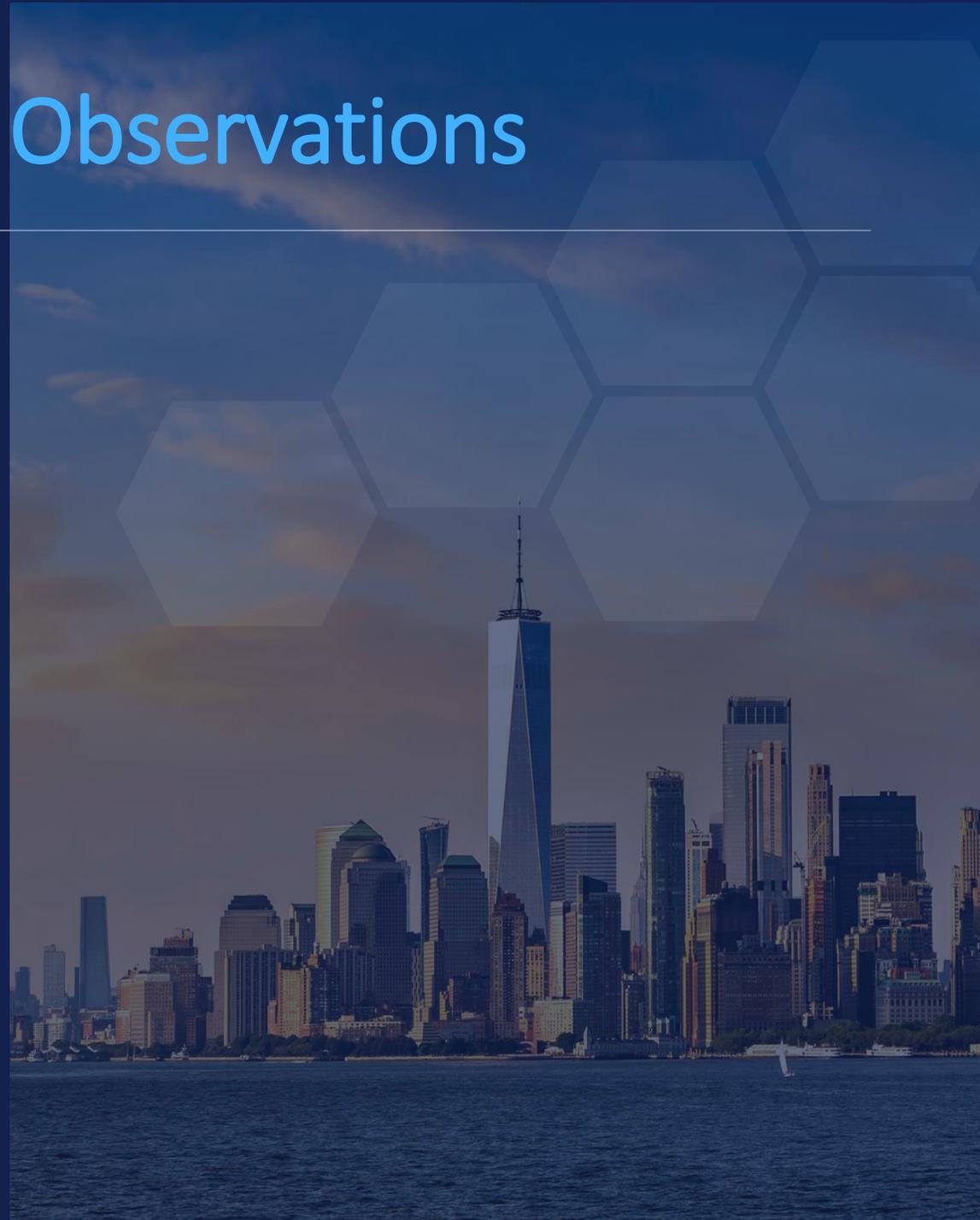


# NJ4S Ethnographic Observations

## North Jersey Spotlight

### Active Parenting (diverse women varying ages)

1. NJ4S Facilitators were both relatively young, and they noted early on to the group that they didn't have children
2. The material was around styles of parenting
3. The point was to try "active parenting," by preparing meals with children, giving them choices on what to wear, etc.
4. Three women were present for the session
5. One lifted up issues such as "when I grew up, I would be punched in the face for talking back." Another parent shared: "It's not always easy. Sometimes it's no." And another parent shared that they had no autonomy as a parent because they lived with their own parents due to financial issues, and they were telling her how to raise her children."
6. The facilitators tended to shy away from these organic issues and went back to the powerpoint which included video clips.

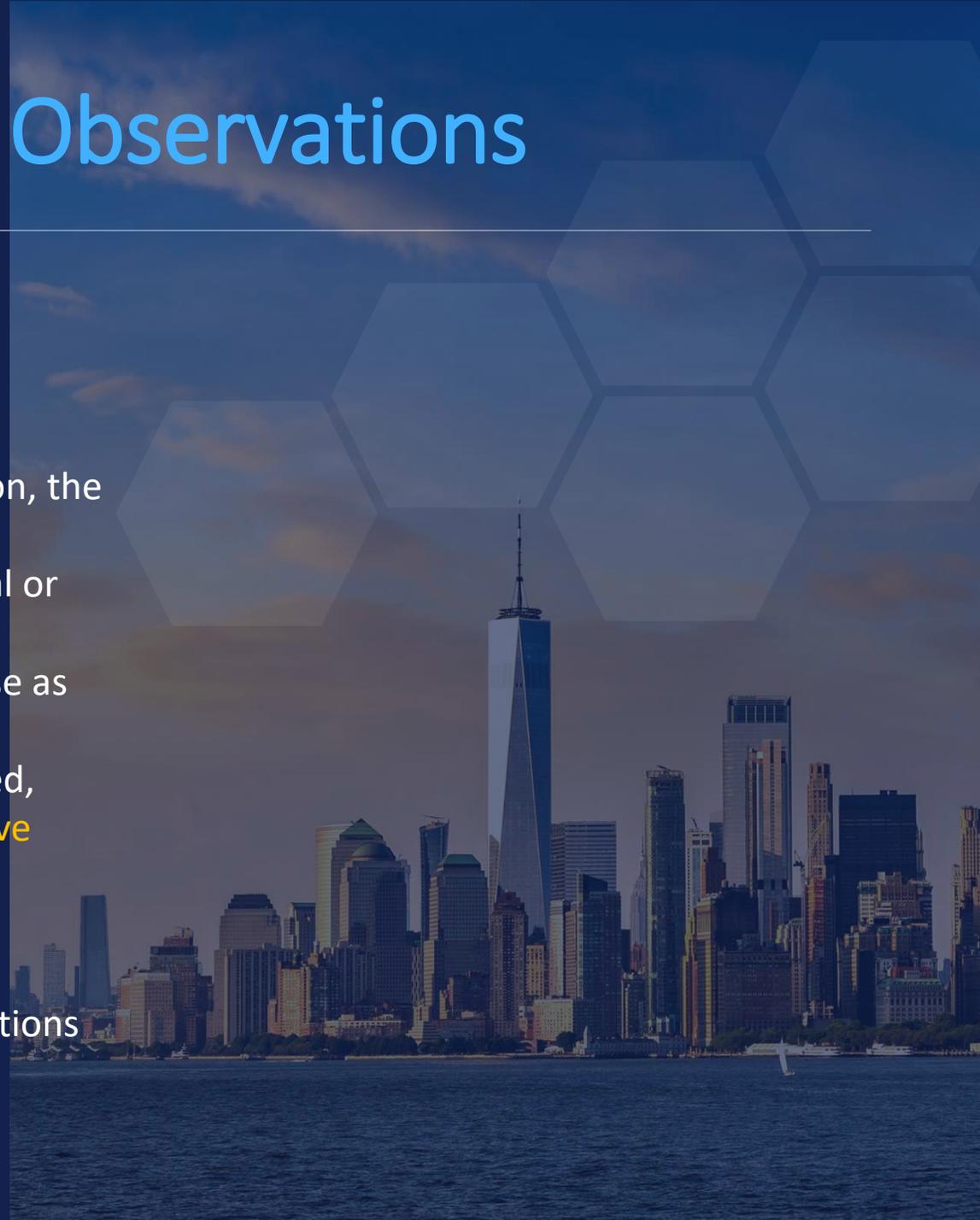


# NJ4S Ethnographic Observations

## North Jersey Spotlight Discussion

### EBP vs. Organic Issues

1. We're learning that although the EBPs contain valuable information, the participants are wanting to chat more
2. The kinds of issues facing youth can be thought of as interpersonal or even moral – **who's lying about whom? Who's talking about whom? Who's fake? Who's real?** Dr. Elijah Anderson refers to these as "Campaigns for Respect."
3. How can we address the need for the participants to feel respected, while still delivering the EBP material in an **engaging** and **interactive** way?
4. How can we strike the right balance of EBP instruction and open listening?
5. What kind of training do facilitators need to balance these interactions and conversations?
6. How does the local school or community environment affect programming?



# School Absenteeism

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- Develop an NJ4S network approach to contribute to absenteeism interventions
- We have volunteers from hubs to participate on an ad hoc workgroup
- We would like to have DOE, school and community representation as well (eg., hub advisory group members)
- Meet perhaps 4 – 5 times during the summer (July and August) to develop the approach



# Summer Programming

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- Tier 1 programming continues uninterrupted and in many cases it is being augmented
- Each hub provided the DCF team a set of activities and key partners/locations for summer programming
- Hubs made contacts with schools to determine which buildings were open
- Hubs contacted schools regarding Tier 3 students to work with through the summer



# Discussion

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- Advisory Group Questions, Comments, Observations, Recommendations

