

## Introduction

The Houston Independent School District (Houston ISD), the largest public-school system in Texas and the seventh-largest in the nation, covers 333 square miles within the Greater Houston area. With 284 schools, Houston ISD serves a highly ethnically-, culturally-, linguistically-, and economically-diverse population of 215,408 students, as shown in Table 1. Houston ISD has been identified as a high-need local educational agency (LEA) based on the U.S. Census Bureau’s 2016 Small Area Income and Poverty Estimates (SAIPE) for school districts. Residing within the District’s geographic boundaries are approximately 84,853 children, ages 5 to 17 that live below the federal poverty level. The federal poverty level percentage for Houston ISD at 35.9%, exceeds the average for the city of Houston proper at 21.9%, the state of Texas at 21%, and the national average at 12.7% (2016 Official Poverty Report, U. S. Census).

<b>Table 1. Demographics for Houston ISD and Texas (2016-2017)</b>									
Area	Enrolled	AA	A/O	H	W	ED	SWD	ELL	At-Risk
Houston ISD	215,408	24%	5%	62%	9%	77%	7%	32%	67%
Texas	5,343,834	13%	6%	52%	29%	59%	9%	19%	50%

Source: *Houston ISD, Facts and Figures & PEIMS Report, 2016-2017; TEA, 2016-2017 TAPR Report. AA– African American, H– Hispanic, A/O– Asian/Other, W– White, ED– Economically Disadvantaged, SWD– Students with Disabilities, ELL– English Language Learners, and At-Risk – Students identified “at risk” of dropping out of school.*

Houston ISD’s organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations. Houston ISD is one of the largest

employers in Houston, with 28,652 full- and part-time employees. Most District personnel are assigned to schools and deliver services directly to students on a day-to-day basis.

**(a) Quality of the Project Design**

***(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.***

Houston ISD's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential. The Vision of the Board of Education of Houston ISD is that "every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Houston ISD students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society." Most recently, especially in light of all of the challenges that students are having during these times, in 2017, the Houston ISD Board of Education revised the board goals. When the District's Board of Education revised the goals, they took into account the beliefs that they have regarding how to create the best and most effective school system in America. These beliefs were based on creating schools where:

- Policy decisions should be made through the lens of equity.
- Achievement gaps should not exist for any group, regardless of their socio-economic, cultural, or ethnic status.
- Providing for needs of the whole child, through wraparound services and social and emotional supports is critical.
- Classrooms and schools should be safe, vibrant, joyful spaces of learning for students.

- Personalized instruction is important to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, English Language Learners, and students of color.
- Having the best teachers and staff are the keys to ensuring a quality education and increasing student achievement.
- Transparency is key.
- Parent and community engagement is important in all major shared decision-making.

Once the Houston ISD Board of Education realized the importance and sincerity of these beliefs, they created goals for the District to meet in order to improve the lives of students, academically, socially, physically, and emotionally. Each of the three goals created by the District are focused on increasing student achievement (i.e. increasing reading and writing; meeting Global Graduate standards; increasing academic growth each year) and each goal is accompanied by progress measures that can help the District effectively measure growth and change during the year to ensure the District is on track to meet the goals. Additionally, the Board of Education created several Constraints for the goals that are basically non-negotiables for the superintendent and District staff to ensure happen for the students to keep them on track for success. Of most importance to the members of the Houston ISD Board of Education is the well-being of all students within the district, which is why Constraint number 1 and its progress measures are:

***Constraint 1: The superintendent shall not permit the district to operate without a community school and feeder pattern framework, including a definition, processes, and goals.***

- ***Constraint Progress Measure 1.1:*** The district will launch cohort one of Every Community, Every School, with a minimum of 15 schools by the end of the 2017–2018 school year and will increase annually until all schools are served in 2022.

- ***Constraint Progress Measure 1.2:*** The district will develop tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2017-2018, and will increase usage annually until all campuses access the tools and training by 2022.

With such bold action taken by the Board of Education, in 2017, Houston ISD created the Wrap-Around Services Department to ensure that students are successful in school and in life. This opportunity, created through the Full-Service Community School grant, will allow Houston ISD to serve more schools and provide more resources to more students. The commitment of the District to the Full-Service Community School concept assures the sustainability of the program when the grant is over. Based on the mission, vision, goals, and ideals of the District in regard to this project, Houston ISD created the following goals and objectives to support the **Every Community, Every School** grant project.

***Goal 1: Increase student achievement***

Objective 1.1: Each year of the project, increase by more than one academic year, the performance of at least 50% of students initially scoring below grade level in reading.

Objective 1.2: Each year of the project, increase by more than one academic year, the performance of at least 50% of students initially scoring below grade level in math.

Objective 1.3: Increase the number of students who pass all classes by at least 20% each year.

Objective 1.4: By the end of the grant period, at least 80% of the students in these schools will meet or exceed state standards in mathematics, as measured by state-mandated standardized tests.

Objective 1.5: By the end of the grant period, at least 80% of the students in these schools will meet or exceed state standards in reading, as measured by state-mandated standardized tests.

***Goal 2: Ensure the well-being of students***

Objective 2.1: Each year of the project, the number of students targeted for services who receive services will increase by 25% per year, as measured by the previous year. (Performance measure)

Objective 2.2: Increase the average daily attendance in program schools by 5% each year to reach at least 98% by the end of the grant period.

Objective 2.3: Each year of the project, student disciplinary actions will decrease by at least 25%, as measured by campus student discipline referral forms.

Objective 2.4: By the end of the project period, the number of families who access services will increase by 20% each year, as measured by the previous year's program records.

Objective 2.5: By the end of the project year, the needs of students who have received social, emotional, behavioral and mental health intervention services through this project will decrease by 10% per year, as measured by attendance, disciplinary referrals, and teacher surveys.

***Goal 3: Create equitable opportunities for students and families***

Objective 3.1: By the end of the project period, 100% of the teachers at the project schools will have participated in the cultural proficiency training, as measured by attendance sign in sheets.

Objective 3.2: By the end of the project period, 100% of students served will be based on student need, as measured by student profiles to inform the practice of connecting resources to students.

Objective 3.3: By the end of the first year of the project, a technology infrastructure that connects resources and partnerships to specific student needs will be created and used at the project schools.

Objective 3.4: By the end of the project period, the number of program parents who state that the District is concerned about the welfare of the children and community will increase by 25% each year, as measured by surveys and self-report.

Objective 3.5: By the end of the grant period, parent participation and engagement will increase by 75%, as measured by the baseline year.

***Goal 4: Create community-driven systems for sustainability***

Objective 4.1: By the end of the grant period, 100% of the teachers at the project schools will have participated in the Positive Behavior Framework and Training to create healthy and safe classrooms for the students, as measured by attendance sign in sheets.

Objective 4.2: By the end of the project period, A Student Welfare/Student Support Service Regulation will be presented to the Board of Education as a policy for district schools.

Objective 4.3: By the end of grant period, the number of community partners who will participate in the project will increase by at least three partners each year, as measured by memorandums of understanding (MOUs).

Objective 4.4: By the end of the grant period, the full-service, community schools will be recognized as a necessary part of the community, as measured by surveys and community usage.

Objective 4.5: By the end of the project period, participating families will refer other community members, as measured by increased participation and participant surveys.

Those goals and objectives were created around the ideals of the District that every child is important, and it is critical that all aspects of the child's development is incorporated into his educational experience. Houston ISD believes in supporting the development of the whole child and is proposing a personalized system that includes strategies to prepare students to succeed in the college and/or career of their choice, as well as guide them to attain social-emotional success and lead purposeful, fulfilling lives. Participating schools will have: a college-career school culture, a plan of action for supporting the social and emotional needs of the students and their families, and knowledgeable, supportive parents to provide encouragement for their child's future.

***(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.***

Houston ISD has identified five schools within its community of schools to provide services to through this project. Those schools are Marshall Elementary School (ES), Thomas Middle School (MS), Robinson ES, Benavidez ES, and Lockhart ES. These schools were chosen because they are strategically placed geographically across the district and have high percentages of high poverty in the community. Even though the city was strongly impacted by the ravages of Hurricane Harvey, the students in these communities had needs before the storm. As the data in the table below show, the students in these school communities are in need of services that can improve the lives of students and their families.

<b>School Name</b>	<b>Enrollment</b>	<b>AA</b>	<b>A/O</b>	<b>H</b>	<b>W</b>	<b>ED</b>	<b>SWD</b>	<b>ELL</b>	<b>At-Risk</b>
<b>Benavidez ES</b>	1,098	11%	6%	80%	3%	99%	5%	85%	93%
<b>Lockhart ES</b>	665	93%	1%	5%	1%	77%	4%	1%	51%
<b>Marshall ES</b>	1,055	38%	0%	60%	2%	95%	5%	50%	76%
<b>Robinson ES</b>	631	24%	1%	74%	1%	86%	6%	55%	78%
<b>Thomas MS</b>	449	55%	1%	43%	1%	93%	16%	22%	84%
<b>Houston ISD</b>	215,408	24%	5%	62%	9%	77%	7%	32%	67%

Source: *Houston ISD, Facts and Figures & PEIMS Report, 2016-2017; TEA, 2016-2017 TAPR Report. AA– African American, H– Hispanic, A/O– Asian/Other, W– White, ED– Economically Disadvantaged, SWD– Students with Disabilities, ELL– English Language Learners, and At-Risk – Students identified “at risk” of dropping out of school.*

As the data show, each of these schools have high percentages of economically-disadvantaged students, indicated by the number of students receiving free and reduced priced meals. Additionally, the majority of students at each of these schools are at risk of dropping out of school. It is anticipated that the strategies to be implemented in this project will significantly reduce those at-risk figures. In addition to poverty and at-risk rates, these schools were also chosen to be a part of this project because a) they do not currently have wraparound supports to create a community school model; b) there are limited resources available to the community; c) these communities have high mobility rates; d) each community was impacted by Hurricane Harvey in a substantial way; and e) the schools are positioned in a strategic location in the city (north, south, east, west, and central areas of the city of Houston). The school principals also provided input describing why their schools would be the best place for a full-service community school and the value of this project for their students.

The needs assessments for each campus will be ongoing and dependent on various indicators collected and captured throughout the school year. One aspect of the data gathering process was from teachers, staff, and community members sharing their concerns about students by submitting Student Assistance Forms. The needs assessments can be online or in person with paper. This will be an ongoing process throughout the project. Another aspect was conducted through observations of incidences and events that take place in the school community. Additional needs assessments will be conducted through campus-based surveys and campus community councils. For this project, the initial needs assessment involved data regarding student achievement in class and on the most recent assessment of the state assessment, the State of Texas Assessments for Academic Readiness (STAAR). The STAAR includes annual assessments for reading and

mathematics, grades 3–8, writing at grades 4 and 7, science at grades 5 and 8, social studies at grade 8, and for high school grades, end-of-course (EOC) assessments for English I, English II, Algebra I, biology and U.S history. The results of the STAAR test are used many times to determine whether the students pass to the next grade and are strongly linked to state accountability. In order to determine the need for the project, Houston ISD also looked at disciplinary rates for the schools in the project and the surrounding feeder schools. This helped to make the determination as to the best place to put the services of the full-service community schools that can be accessed by the whole community. Research proves that the earlier services are provided to students, the better chance they have of overcoming challenges (Károly, et al., 2005; Blank, et al., 2003; Greenburg, et al., 2003) and indicate that there are multiple advantages for children and their families who receive services and support, even **before the student begins school**. Some of these advantages include: a) increased academic achievement, b) increased behavioral and emotional improvements, c) increased college attainment, d) decrease in child abuse, e) increased health, f) decrease in delinquency and crime, g) decreased social welfare program use, and h) increased job success. One of the reasons why the majority of schools in this project are elementary schools is because the data prove that the earlier preventions are provided for the students, whether it is early in their academic career or early in the diagnosis, the better outcomes they will have. In addition to the needs of the immediate schools named in the proposal, the schools that these school feed into have tremendous problems that the advent of wraparound services through a full-service, community school grant could solve. The challenges that students have, especially for children of color and children in poverty, can many times manifest at the middle and high school level. The data in the table below show discipline, at-risk, and attendance

data of the schools involved in the program and the feeder schools where the majority of students tend to go to when they move to middle and high school.

<b>School Name</b>	<b>ED</b>	<b>Met Standard</b>	<b>Discipline Referrals</b>	<b>At-Risk</b>	<b>Attendance</b>
<b>Benavidez ES</b>	99%	Yes	5/1,098	93%	96%
Long Academy	83%	Yes	670/993	82%	95%
Wisdom HS	97%	Yes	933/1,832	87%	94%
<b>Lockhart ES</b>	77%	Yes	3/665	51%	97%
Cullen MS	76%	No	299/491	85%	96%
Yates HS	62%	Yes	1,723/845	83%	88%
<b>Marshall ES</b>	95%	Yes	112/1,055	76%	96%
Forest Brook MS	88%	Yes	1,480/887	83%	92%
North Forest HS	73%	No	1,166/942	87%	88%
<b>Robinson ES</b>	86%	Yes	23/631	78%	96%
Holland MS	82%	Yes	341/672	77%	95%
Furr HS	87%	Yes	18/1,091	84%	94%
<b>Thomas MS</b>	93%	Yes	90/449	84%	93%
Frost ES	97%	Yes	13/636	65%	97%
Sterling HS	76%	Yes	1,878/1,123	86%	89%

Source: *Houston ISD, Facts and Figures & PEIMS Report, 2016-2017; TEA, 2016-2017 TAPR Report.* ED – Economically Disadvantaged and At-Risk – Students identified “at risk” of dropping out of school. The color bands indicate feeder patterns.

The data in Table 3 identify several factors that indicate the need for wraparound services through a full-service, community schools system. A look at the discipline data is a prime example of the need for interventions and supports regarding **student discipline** through additional training for teachers and connections to psychological services, trauma-related services, and counseling. When reviewing the discipline data for the elementary schools alone, without looking at the data for the feeder schools, it would appear that all is well with the students. However, the rules of engagement regarding elementary school students and discipline changed through board policy in 2016. The Houston ISD Board Policy states that “beginning with the 2016–17 school year, no student shall be informally sent home. No student prior to third grade shall be suspended, placed into a disciplinary alternative setting, or expelled, except as required by law. Disciplinary actions that remove students from their school setting shall be used as a last resort for other elementary students in third through fifth grades.” According to the Houston Chronicle, May 12, 2015, the then-superintendent of schools, Dr. Terry Grier, spoke of research that correlates behavior issues in the classroom with issues that affect student’s lives. He stated, “We understand better now than we ever have before how exposure to early adversity affects the developing brains and bodies of children,” HISD Superintendent Terry Grier said. “We must take a hard look at how we are handling these issues to ensure we’re not contributing to an already stressful situation for these students.” This means that the numbers presented of students and their disciplinary referrals in elementary schools is skewed to represent those students who could not be referred based on their age and/or the nature of the infraction. A review of the data at the middle and high schools that these same students will attend in the near future, show a different set of data. For example, the Benavidez feeder group shows that at the elementary school, there were only 5 disciplinary infractions for 2016 – 2017 school year out of 1,098 students. The middle school that the majority

of students will feed into, Long Academy, has 993 students and 670 discipline infractions. That is more than 67% of the student body at Long. Wisdom HS shows approximately 50% of the student enrollment with disciplinary infractions for 933 out of 1,832 students enrolled at the school. Within the Yates HS feeder pattern of which Lockhart ES is the elementary school, the numbers show a drastic difference in the number of discipline infractions at Lockhart with 3 student infractions out of 665, to Yates High School with 845 students, but 1,745 infractions. At 203%, that could possibly be more than two infractions per students, although not all students are participating in these acts, which means that there are many students who need social emotional supports to help them cope. In almost every feeder pattern group, the number of disciplinary infractions grows disproportionately to how they began. This is an indicator of a need for wraparound services for these schools. Seminal research by Dr. Thomas Timmerick (1978) insists that the **lack of food at home for students in poverty** one a strong cause of discipline problems at the school. More recently, a report provided by the ASCD (Jenson, 2009), listed lack of nutritious food as one of the many causes for students in poverty to have discipline, as well as, academic problems. Not only is the lack of nutritious food at home an issue, but the schools in these communities are located in food deserts, where there are no grocery stores within several miles. The USDA defines food deserts as parts of the country without fresh fruit, vegetables, and other healthful whole foods, usually found in high-poverty communities, largely due to there being no grocery stores, farmers' markets, or healthy food providers within a one-mile radius (American Nutrition Association, 2018). For this definition, if the community has at least 500 people living in the area and there is not a large grocery store or farmers' market within one mile of the community, it is considered a food desert. In these communities, where thousands of people live many more than five miles from a large grocery store, food insecurity is high.

Another challenge that these children face is the need to provide an increase in social emotional supports. With the increase in school shootings and students' safety being in the forefront of the news, Houston ISD wishes to ensure that the psychological and social emotional well-being of the students is taken care of. The table below identifies information that can inform the academic, social, emotional, and health challenges of the students and the need to increase the wrap-around supports provided to the students.

<b>School Communities</b>	<b>Mobility Rates</b>	<b>Parent Involve</b>	<b>Crime Rates</b>	<b>Level 3 Offenses</b>	<b>Homeless Students</b>	<b>Suicide Attempts or Completion</b>
<b>Benavidez ES 77081</b>	21.5%	48.9%	16,295	7	143	11
<b>Lockhart ES 77004</b>	13.5%	37.9%	12,616	7	78	32
<b>Marshall ES 77050</b>	16.5%	65.5%	5,944	55	248	3
<b>Robinson ES 77013</b>	21.7%	50.2%	9,702	1	551	40
<b>Thomas MS 77048</b>	33.4%	63.8%	8,102	229	35	14*

Source: *Neighborhood Scout, 2017; Houston Police Department Crime Data, 2017; Houston ISD Data Reports, 2017; Texas Education Agency; HISD Analytics for Education, 2018. Level 3 Offenses per the Houston ISD Code of Student Conduct. Houston ISD Homeless Education Office, 2018.* Crime statistics found within a six-month period. \*Includes suicide completion and attempts.

Level 3 offenses are those disciplinary infractions that are serious enough to cause a child to be removed from the school, temporarily or permanently. The data provided in the table indicate true need for the services, partnerships, and providers that will be included as a part of this project. As the data show, the community students in and around Robinson ES had the highest number of suicide attempts of the cohort schools. The students in the community around Thomas MS had eleven reported suicide attempts and three suicide completions. These completions were at the elementary school level. Additionally, Houston ISD schools conducted a community needs assessment using several methods. Stakeholders completed surveys and the community provided feedback. The needs of working families were assessed and communicated through the involvement of partnering community-based organizations, as well as through the district's Student Support Services Department. One of the findings of the community assessments was that the out-of-school time services available in the community were mostly fee for service, filled to capacity, or non-existent. Additionally, high crime in the community means that the students need a safe and secure place to spend time after school. The data in Table 4 above show a high number of criminal activity where these students live and go to school. In these communities, there are also high incidences of gang activity that make it an unsafe place for students to be at home without proper supervision. An article posted by a local Houston area newspaper stated that there are more than 350 gangs in the Houston area, with more than 19,000 members (Houston Patch, 2017). **An after-school program** will allow each student time to participate in a tutorial or academic based activity, as well as a choice of up to two enrichment, education, workforce / college/career, or social emotional activities each day. The Social Emotional Learning component added to the program at all participating schools is expected to address the skills necessary for students to

“understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2017). These programs will offer engaging opportunities for students to have access to mentors and tutors with the capacity to work with students individually or in small groups. A growing body of research shows that afterschool programs are prime settings in which to implement social and emotional learning programs and practices, which, in turn, contribute to the development of employability skills. (AIR, 2015). The short-term goals of the social emotional programming are to promote students’ social-emotional skills and positive attitudes, which, in turn, should lead to improved adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and better grades and achievement test scores (CASEL, 2008).

The data in Table 4 above also show that parent engagement/involvement is extremely low. Typically, elementary school is where parents feel more welcome and tend to participate (Child Trends, 2013). As the data show, the parents of the students in these schools are less involved than parents of other students of this age group. For this proposal, parent involvement/engagement in school is measured by attendance at a general meeting, a meeting with a teacher, attending a school event, or by volunteering or serving on a committee. It is important to increase parent engagement and assist parents in navigating the system and learning how to be more involved in their child’s education because students: a) tend to have fewer behavioral problems; b) tend to do better academically; c) are more likely to complete high school (Jeynes, 2005; Stewart, 2008). Data related to parent involvement when the child is in middle school has an extremely relationship to student success. It has been shown to lead to more homework completion for the student, more

positive attention from the teacher, and has even been linked to higher job satisfaction and self-worth of the teachers (Hill and Taylor, 2004; Tschannen-Moran and Hoy, 2007).

Thomas MS was included because there is a need to provide assistance to the students in the transition from Woodson K - 8 school that was low performing and changed from a K – 8 school to an elementary school. The middle school students who previously attended this school last year will be transferred to Thomas Middle School. The trauma of moving to a new school can be distracting and disturbing to some students, but these students have extraordinary needs. Additional supports will be provided to all students and their families in these communities, not only to help them transition well, but to provide support to all of the students and families in the community. According to a report read by a Houston ISD board member, produced from a survey of 240 middle school students (85% of student body) in the Woodson K – 8 school, the following are survey results regarding students from the school:

<b>Table 5</b>	<b>Student Survey of Future Thomas Students</b>
	37.1% of students have moved in the past 6 months*
	23.8% of students have seen someone shot or murdered in their neighborhood
	34.6% changed school in the middle of the year
	31.3% reported being bullied
	27.9% disagreed that they were emotionally supported at school
	23.3% disagreed that they were safe at school.
	32.1% disagreed that they feel a sense of belonging at school
	12.9% disagreed that they felt academically supported
	28.8% disagreed that they felt interested or focused in school
	15.8% screened positively for depression

<b>Table 5</b>	<b>Student Survey of Future Thomas Students</b>
	27.1% said they don't receive emotional support from an adult
	13.3% don't feel safe going to/from school
	5.4% said they have been robbed
	13.3% have been threatened with violence
	7.5% have been hit by boyfriend or girlfriend
	25% have repeated a grade (national average is 2.4%, the Texas average is 2.8%)

Source: 2018 Houston ISD School Board meeting; *Quianta Moore's 2018 student surveys*. \* May have been due to Hurricane Harvey.

All students in the cohort will need social emotional support to help them overcome barriers to educational excellence. The survey highlighted challenges such as violence, belonging, depression, and bullying, all of which fall under the mental health and counseling realm.

Surveys from the schools indicate that the students at these school face multiple non-academic factors that influence their learning. These factors include: a) mental health issues, b) physical health concerns, c) lack of food in the home, d) violence in the neighborhood or at home, e) one or both parent(s) incarcerated/deceased, f) homelessness, g) and lack of quality parent or guardian supervision. The principals indicated that these factors cause: 1) anger management issues with a tendency toward violence; 2) lack of sleep or rest; 3) increased need for food at night or on the weekends; 4) medical and physical needs not being met; and 5) lower attendance rates; 6) less interest in school; and 7) inability to concentrate.

Based on the research and data gathering for the schools that have been identified to be included in the proposed project, the project will provide services to support the students and communities of these school communities through 1) early childhood education focusing on birth

to age 5 (new program); 2) social emotional supports for disciplinary and emotional issues (current); 3) food insecurities and basic student needs (new); 4) parent engagement (current); and 5) extended learning opportunities (current). Together, along with providing student support in the areas of 6) health-related services (current) and 7) educational performance (current) will help to create a well-rounded child who can have a successful future and make a worthwhile contribution as a citizen of the United States. These approaches are a part of the four **pillars** of the Community Schools Model that Houston ISD will use in this project - Integrated Student Support, Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time and Opportunities.

**(b) Quality of the Project Services**

*(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.*

Houston ISD desires to improve the lives of youth and their families by creating two new components to the current wraparound services initiative and expanding five others that will stimulate innovative student support efforts in partnership with strong community stakeholders, both from the public and private sectors, designed to promote a healthy child, providing access to healthcare, mental health, and community services organizations in the community. The focus of this project will be early childhood development and school readiness, medical homecare coordination and case management (including enhanced family and youth engagement), dental care, health and mental health, and extended learning opportunities to address social emotional, health, and safety concerns in the community. For the purposes of this project, Houston ISD will focus specifically in strategic areas of the city of Houston. The schools are positioned in North Houston, South Houston, East Houston, West Houston, and Central Houston. As stated in the

needs section, these community programs will be located in four elementary schools and one middle school, which we refer to as Community School Hubs. This project, entitled *Every Community, Every School*, will involve the partnership of community members and organizations, medical entities (including physicians and hospitals), the city of Houston, community-based organizations, and the school district to ensure that the youth and families in these communities receive the direct services that they need to improve their health equity. These direct services will be located in community schools that can easily be accessed by the students and their families.

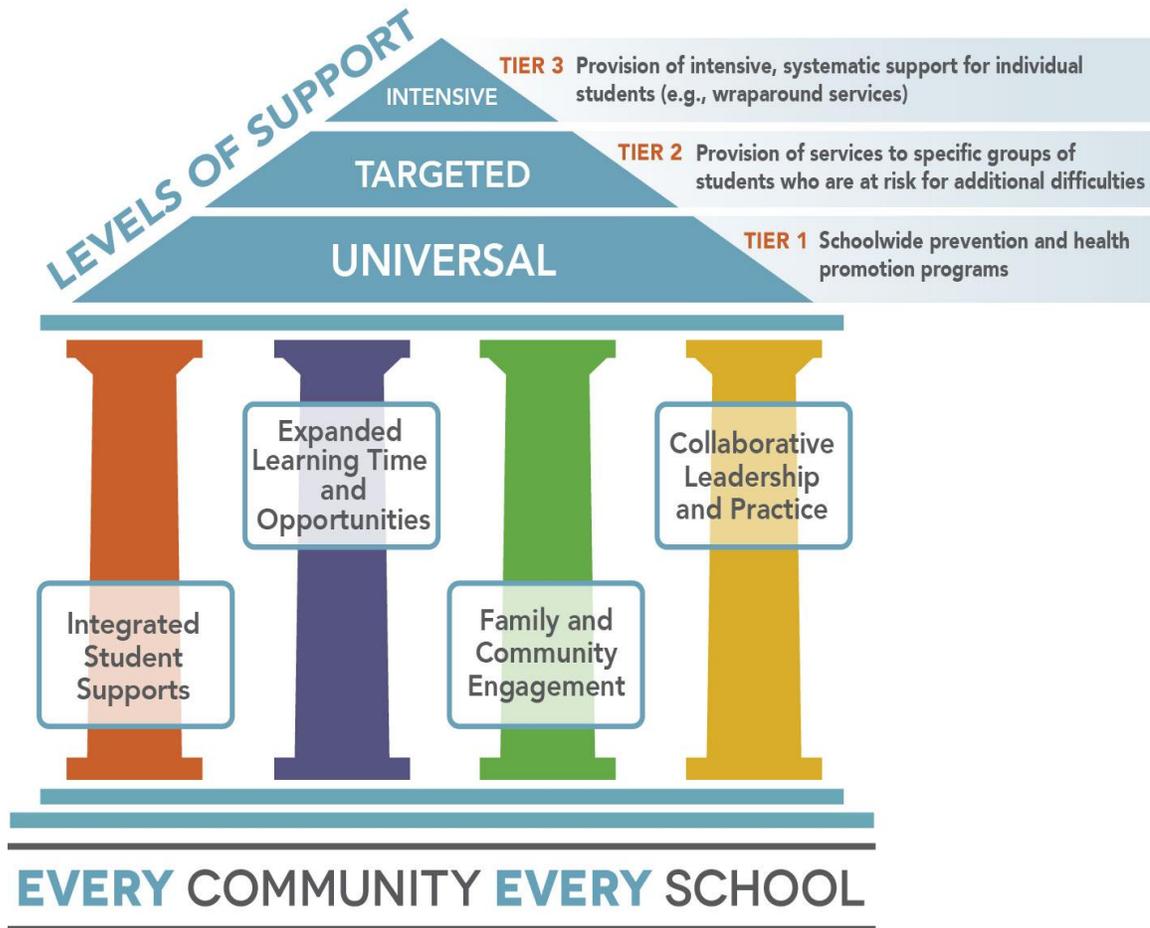
The services that will be implemented through the *Every Community, Every School* project will create a positive school climate by building and establishing trusting relationships with the parents and community. Every Community, Every School will provide services to all youth in these communities, beginning at birth to 12<sup>th</sup> grade, and their families in order to ensure early childhood development and school readiness. Research has shown that the earlier you begin to provide support to youth, the better chance they have for good future mental and physical health and educational success (Heckman, 2000; Lally, Mangione, and Honig, 1988; Duncan, 2009). High quality, research-based care will define health services for children and young people in these communities. It is extremely important that children, young people, and their families are able to access the right care and treatment for them, as close to home as possible, especially when they live in poverty. Currently Houston ISD partners with several entities which provide isolated services at some schools in the district. For example, the Texas Children's Hospital provides healthcare and screening at some schools within the district. In another area of the town, the city of Houston provides dental screenings and care to students in the community. As stated earlier, Houston is the fourth largest city in the country, and there are several entities around the city that

provide isolated services to several different areas of the city. This project is unique in that it will combine all of these citywide services at schools in strategic areas around the city.

These schools will serve as Community School Hubs, where service providers will assist families and youth, so that they can access socio emotional, health, and wellness support earlier and easier. Siblings and other community members will also be able to receive support. A wraparound services specialist will be assigned to the schools to connect children and families to the services offered at each school. They will work with the teachers and schools to help identify those students and families that may need the services that are offered. Figure 1 below provides an overview of the project using the concept of pillars. Each pillar represents the type of supports that students, parents, and community will receive through this project. This project will provide education and literacy supports, opportunities for family and community engagement, dental healthcare, pediatric volunteers, extended learning opportunities through after school programs, a food bank, parent nutrition classes, a mobile medical van, and case management to assist with CHIP and Medicaid, as well as health monitoring, social workers, and mental health providers. Each of the activities provided for the community are based on community needs and feedback from the community through surveys and needs assessments. The pillars represent the levels of support that will be provided for each community school. As previously stated, the levels are: Integrated Student Supports, Expanded Learning Time and Opportunities, Family and Community Empowerment, and Collaborative Leadership and Practice. The support will be divided into three tiers – Tier 1 is universal support that will provide schoolwide prevention and programs that promote good health; Tier 2 is targeted support that provides services to specific groups of students who are at risk of having additional problems; and Tier 3 is more intensive, many times one-on-

one support for more intensive, regular support for students in need. The figure below identifies the levels:

Figure 1



All of these activities and entities will work together under one roof on a rotation basis so as not to disrupt the education of the students but will provide support to the students, their parents, and the community; all while taking note of and being responsive to the cultural diversity of the areas. The programs will be provided simultaneously at the schools around the city, with Houston ISD coordinating the program through the Office of Student Support, Wraparound Services Department, in partnership with other departments within the district, including Health and

Medical Services (HMS), Family and Community Empowerment (FACE), After School Programs, and Health and Physical Education (HPE) Departments working together. The Wraparound Services Department will also partner with the Student Assistance Department to be able to access social workers and the Special Education Department to provide supports that students with disabilities would need. Houston ISD will document the development and implementation of new tools and products created through this program and how social media and other technologies will be used for outreach and marketing of preventive services and education.

This program/component is new for the community in that service providers/partners will come to each location several times each month, on a rotating schedule so that community members will know when to expect them. The wraparound resource services specialists will coordinate the activities proposed for each community they are assigned to and work with the designated teacher to ensure the after-school component is set up correctly. The wraparound resource services specialist will also work with the teachers to ensure that the needs of the students are met by connecting them to the services selected to complete the pipeline services that will provide opportunities for children from birth through entry into and success in postsecondary education, and career attainment. The program interventions and activities to address the project goals are as follows:

(1) The District (at participating schools) will provide services through the Full-Service Community Schools grant at the Community Schools Hubs coordinated by the wraparound services specialists and the Wraparound Services Department of the Office of Student Support Services Department. In addition to school-based health services, direct assistance will be provided to students concerning their health insurance needs by assisting parents in completing the application for Children's Medicaid and CHIP, in partnership with the school nurse and the

Health and Medical Services Department in the District. Home Instruction for Parents of Preschool Youngsters (HIPPY) will provide families with activities and materials to use at home or in the community through home visits. They will also support the developing literacy skills of young children by offering family members tips on reading aloud and providing literacy learning kits (Crawford and Zygouris-Coe, 2006). The Wraparound Resource Services Specialist and School Nurse will be in constant coordination to make sure that families are receiving medical services and ensuring follow up through the database system.

HIPPY is a free program that trains instructors to visit parents of three- and four-year-olds in their homes once a week over 30 weeks. HIPPY instructors model instructional activities that encourage learning and development that parents can then practice with their children. Research shows that students whose parents participate in the program significantly outperform similar-age students in reading and math (HISD, 2013; Baker, Piotrkowski, & Brooks-Gunn, 1999; hcz.org, 2010). The Family and Community Empowerment Department (FACE) will provide assistance to parents through parent education, especially in regard to supporting their children's early reading development. A partnership with the Early Matters program will allow Houston ISD to gather data and be a part of the planning with partners in the city of Houston to increase literacy for young children. Their mission is to find solutions for enhancing the quality of young children's learning and development and improve the quality and access to early childhood education in order to improve school readiness. The wraparound specialist will attend the coalition meetings in order to establish partnerships with other organizations in the city who are focused on working to improve the lives of children from birth to age 5, such as the Parents as Teachers (PAT) program through the Collaborative for Children. Houston ISD provides free early childhood Pre-kindergarten

programs from children ages 3 – 5. The guidelines established to determine eligibility for free early childhood programs in Texas are:

Districts are required to offer a prekindergarten program if there are at least 15 or more eligible children who are at least four years of age by September 1 of the current school year and meet one of the criteria listed below. A district may offer (but is not required) a three-year-old program to eligible children and the same criteria would apply. Age is always calculated as of September 1 of the current school year (for the purposes of establishing eligibility). According to the Texas Education Agency, children must be able to:

- Be unable to speak and comprehend the English language
- Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code;

- Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).”

(2) Health-related service - In partnership with Texas Children's Hospital (TCH), the program will offer health screenings. These services will be provided on a mobile medical van which can also serve as the student’s actual primary care physician. TCH will serve the students and their families and work with the wraparound resource services specialists to make referrals if needed for health concerns related to illnesses and other health issues. Pediatricians will provide services to children through this van. A Reach Out and Read program will also be included in the services to promote literacy and school readiness. During the scheduled visit, pediatricians will provide books to parents to encourage reading to their children regularly. An MOU is attached to support this effort. Efforts will be taken to reach out to adolescent students in regard to teen pregnancy and STD’s as well. The Houston ISD Health & Medical Services Department and school nurses will collaborate with the wraparound services specialist to coordinate services for the students. The school nurse, or campus designee, will collaborate with the wraparound resource services specialists to complete referrals to outside providers for basic services such as dental, immunizations, dental, vision, hearing screenings, etc. The school nurse, an invaluable partner in this process will notify teachers and parents of opportunities which are applicable to their students, collaborate with campus personnel to secure district transportation, volunteers, permission slips, etc. for off-campus visit, and distribute & secure medical waivers from parents/guardians for services. There may be a need for the school nurse, or campus designee, and volunteers to accompany identified students to receive services, as well as attend training for health-related issues.

The Wraparound Resource Specialist and nurse will coordinate any transportation issues to get students the medical services they need at one of the District's school based clinics established through a relationship with Memorial Hermann (if that school is served by a school based clinic). Transportation could be a van that takes students from the school to that particular site, with signed parent approval forms. If students and/or families need bus passes those can be coordinated through the Wraparound Resource Services Specialist.

(3) The City of Houston - The Houston Department of Health and Human Services Project Saving Smiles (PSS) will provide dental screenings, dental sealants, fluoride varnish, and oral health education for participating students who have signed parental consent. The HDHHS has a proven strategy and track record for delivering primary preventive oral health services for Houston ISD students. Tooth decay is the most common chronic disease among children. Untreated decay affects 19.5% of 2- to 5-year olds and 22.9% of 6 to 19-year olds (EPSDT, 2013). Dental disease can have a serious impact on children's lives, including their nutrition and sleep habits, as well as, their educational performance and self-esteem. An MOU is attached to support this effort.

(4) Community partners (public and private) – the Houston Food Bank - The Houston Food Bank is committed to address the child food insecurity issues that plague the school communities by offering their Kraft mobile on a weekly basis throughout the school year to the Community Schools Hubs. The Kraft mobile will be delivered weekly and will include produce and other essential foods that will aid in proper mental and physical development in children. The Backpack Buddies program, through the Houston Food Bank, is another avenue to get healthy food to children. This program sends food home with students or parents pick the food items up. Food backpacks will be distributed each week at the end of the week so that students will have nutritious meals over the weekend. Additionally, during the evenings during the after-school program, the

District provides nutritious dinners for students who participate in the program. These meals are free of charge to the students.

(5) Mental Health Providers - Psych on Site, Houston ISD Social Emotional Learning (SEL) Department, and Houston Empowering Minds Youth Services, Inc. (H.E.M.Y.S) will provide mental health services to students that are facing trauma or other mental health challenges. Trauma related challenges such as death in a family, suicide, dating violence, and incarcerated parents will be addressed through direct counseling as well as support groups provided through HISD's SEL department, and other psychological service providers. Wraparound Resource Services Specialist will coordinate providers along with being responsible for entering all data regarding families that have been connected to psychological services.

(6) After school programming - The proposed after school programs at the schools will consist of activities and classes for students and their families including the components of academic assistance, enrichment, family and parental support services, and college and workforce readiness, such as academic assistance classes, homework help, technology classes, fine arts, college exploration, and physical fitness. The program at each school is based on the needs of the community and the number of students that will be served. Each school determined the number of students on their campus who needed intensive support during the after-school hours. The proposed program is expected to impact performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies by addressing the needs of all student participants. The decision to increase academic services by including a tutorial component for students is based on the performance rating and data from state assessment scores of the participating campuses. Every campus program will provide a tutorial component before or after school; the expectation is that each year the participating students' academic performance will

improve. Tutoring is a key part of education because students who receive after-school tutorials by teachers who have interaction with the students' classroom teachers perform better than other groups on math and reading test (Caskey, Ph.D., 2011). After-school programs support students with developing good homework habits. Students that complete their homework accurately can have an increase in self-esteem and feel better about their overall academic performance (Kelly, 2014). English as a second language (ESL) or limited English proficiency classes will be available for students needing assistance in mastering the English language. During the tutorial part of the program, students in need of remedial or accelerated instruction will receive the assistance they need. All students will be placed in the appropriate academic setting based on need. The after-school tutors will collaborate regularly with the students' classroom teachers to ensure that the appropriate needs of the student are being met.

Additional components of the program, provided through the Student Support Services Department to support social emotional learning include: (1) Discipline - Through the HISD SEL Department, school personnel will receive professional development and training on restorative practices so that consistency is carried out throughout the school campus regarding school discipline. Parents and community stakeholders will receive training as well in order to understand and implement the components of restorative practices. (2) Mentorships, established through partners, can be provided so that students see and hear a positive voice from their community. (3) A culturally relevant learning culture will be established through cultural proficiency training so that students feel that their identity is significant and important in our current climate. (4) It is also important to provide effective support for a child's transition from elementary school to middle school and from middle school to high school so that parents are aware of any expectations that occur during the transition. Bridge Programs will be implemented to empower parents of the next

level of education in how to support their child at home, transition from level to level (elementary, middle, high school). Families will be informed about expectations related to dress code, courses offerings, volunteer opportunities, etc. (5) The program will create spaces and opportunities for students to develop and demonstrate positive responses and interactions instead of punitive settings and environments. (6) The program will also offer mindfulness classes/training which will help institute self-regulation and stress management for students, school staff, and community members.

It is critical that Houston ISD includes looking after the social-emotional needs of all children in this project. The Community Service schools will provide wraparound services for the students in the cohort. Wrap-around services will focus on helping the whole child. Each school will have a nurse and a wraparound resource services specialist. The wraparound services specialists are an important component of the project. They will assist students and their families throughout the entire process, connect their needs to District and partners, and facilitate community partnerships to support the specialized needs of students. When wraparound services are provided in tandem with strong academics and high-quality teaching, schools can truly meet the needs of the whole child and graduate students who are college and career ready. Consequently, the intended outcomes of the strategic approach following the initial implementation of wraparound services are (a) supported families, (b) engaged communities, (c) comprehensive learning supports regarding extended learning opportunities/youth development, (d) integrated academic enrichment and social services to support children's intellect, social, emotional, and physical development, (e) social and emotional learning integrated into high quality, engaging instructional programs, and (f) partner integration into the school day.

Houston ISD has a diverse, multi-cultural student body, of which 92% are a member of at least one ethnic or racial minority group. Houston ISD prides itself on its ability to ensure for all of its students, teachers, administrators, support staff, and parents equal treatment and access to quality instructional methods, programs, and materials. Because the underlying purpose of this proposed Every Community, Every School project is to increase the number of low-income students who excel in school, are prepared to enter and succeed in post-secondary education, and are socially, physically, emotionally, and mentally healthy, all eligible students and teachers from the targeted high-need schools identified in this proposal, including those who are members of groups that have traditionally been under-represented, will be especially encouraged to participate regardless of their race, color, national origin, gender, age, or disability.

***(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.***

Every Community, Every School will involve the partnership of community members and organizations, medical entities (including physicians and hospitals), the city of Houston, community-based organizations, and the school district to ensure that the youth and families in these communities receive the direct services that they need to improve their health equity. These direct services will be located in community schools that can easily be accessed by the students and their families. The partnerships include formal and informal relationships. These partners included in the project were chosen because they are able to meet a component of the needs of the students and families and will work with Houston ISD to create a project that will provide services to support the students and communities of these school communities through 1) early childhood education focusing on birth to age 5; 2) social emotional supports for disciplinary and emotional issues; 3) food insecurities and basic student needs; 4) parent engagement; and 5) extended

learning opportunities. Together, along with providing student support in the areas of 6) health-related services and 7) educational performance will help to create a well-rounded child who can have a successful future. The internal district partners in the project are:

- **The Grants Department** provides oversight to grants, ensures program compliance, and assistance with progress reports.
- **Health and Medical Services Department** provides support to campus leadership, parents, and the professional school nurses in the delivery of a comprehensive school health program in compliance with state health mandates.
- **Curriculum Health and Physical Education Department** provides direction and leadership to both the Health and Physical Education programs, Kindergarten-Grade 12.
- **Family and Community Empowerment Department** is dedicated to establishing meaningful partnerships among families, communities, and schools by building capacity for all educators to empower parents as educational partners and advocates for all children.
- **Houston ISD Wraparound Services Department** will assist the targeted schools to organize their parents and communities. A wraparound services resource specialist will be responsible for gathering connecting students and families to services.
- **Houston ISD Homeless Department:** The Houston ISD Homeless Department exists to assist the District's students and families that are living in a homeless situation or that are in transition by providing emergency housing or shelter, food assistance, clothing, and bus passes.
- **Houston ISD Home Instruction for Parents of Preschool Youngsters (HIPPY)** is a school readiness program that helps parents prepare their preschool child for academic success, provided to parents of children between the ages of 3 and 5 years-old, in English and Spanish, free of charge.

- **Accounting/Budgeting/Purchasing Departments** assist in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required.
- **Research and Accountability Department** provides assistance in accessing student data for evaluation reports.
- **Legal Department** assists in the development and approval of contracts. HISD assures that departments comply with all federal guidelines.
- **Curriculum, Instruction, and Assessment Department** will provide district-wide support and guidance to school administrators, teachers, parents, and students regarding all curriculum information using a rigorous core curriculum based on state guidelines, for prekindergarten through twelfth grade.
- **Houston ISD Social and Emotional Learning (SEL) Department:** The Social and Emotional Learning Department coordinates the implementation and growth of culturally responsive and emotionally safe learning environments for the District's schools. SEL has resources to help students and their parents how to develop skills to manage their emotions, form positive relationships, feel empathy for others, and make responsible decisions.

The external partners to the District in the project are:

- **Communities in Schools of Houston (CIS)** will provide integrated student supports alongside the Wraparound Service Specialists to address critical student issues, such as mental and physical health, food insecurity, housing instability, family and/or school violence, college and career readiness, and countless other challenges that impact student success.
- **City of Houston, Office of Education** will serve as an information resource to assist in connecting Houston ISD to supports and programs that exist at the City of Houston and will also provide information for opportunities for city-wide initiatives from the Mayor's Office.

- **Houston Community Schools Partnership (HCSP)** will bring existing, funded community services into the targeted schools. HCSP's volunteers identify community services, help to integrate the services into the school, and provide outreach and community services to the targeted clients.
- **Houston Federation of Teachers** will lead the advocacy work to bring the community schools concept to Houston ISD through both a grass-roots and systemic approach.
- **Houston Food Bank** will distribute food to families and to sign up children, from the targeted schools, to participate in the Backpack Buddies program—a program that provides weekend meals to students who are chronically hungry. Additionally, the Houston Food Bank will help the targeted schools to create campus food pantries for students and families and provide the Mobile Food Truck to make food distribution visits to each of the targeted schools.
- **My Brothers Keeper** is a collaboration between the District and the city of Houston to inspire and mentor male students to increase their quality of life by participating in programs that focus on prevention, remediation, and maintaining a commitment to self-empowerment.
- **Psych On Site, Inc.** is a Houston-based private counseling and medication management company that specializes in providing professional and comprehensive behavioral healthcare.
- **Career Recovery Resources Workforce Solutions** will provide job readiness training and supports to students and their families. They focus on careers that are critical for success in the Houston area.
- **The Harris Center** will assist community members with behavioral health and IDD diagnoses to improve their lives through an accessible, integrated and comprehensive recovery oriented system of care.

**(c). ADEQUACY OF RESOURCES*****Relevance/ demonstrated commitment of partners for successful implementation***

The FSCS grant is a broad-based intervention model with strategies designed to meet individual needs of all students and their families at the five targeted schools and communities. Houston ISD will provide facilities, administrative and teaching staff, and other support costs for the District's **Every Community Every School** initiative. Each of the schools in this project currently has enough classroom capacity to serve the project and meet program outcomes. School facilities (classrooms, lavatories, common areas) currently meet all applicable regulations (safety, accessibility to disabled, health, fire, etc.). Houston ISD will continue to maintain these classrooms to meet all legal and program standards. Additionally, bond-supported renovations to occur during the grant period for several of the schools in this project will significantly enhance the adequacy of these facilities. Each school will have a parent/community area that will be enhanced by this project.

Funding acquired through this initiative will facilitate supplementing and not supplanting services currently offered through the District's literacy initiatives; provide tutorial services to help struggling students attain proficiency; and provide high quality scientifically-based professional development to teachers on effective teaching strategies. Funds will support professional development partnerships with contracted providers who will initiate wraparound services and research-based training and fund teachers' extra-duty involvement in professional development and student support activities. A portion of the funded award will facilitate the collection and assessment of data regarding the effectiveness of the program activities. Funds will also be used for direct services to students, and their families. All of the aforementioned activities directly relate to and support the proposed project's goals and objectives.

Federal, state, and private funds will be integrated to steer the implementation of program activities. Other funding will support increased parental involvement initiatives, train highly qualified teachers, support ESL/LEP students, and provide a safe, drug-free environment more conducive to learning. Schools will research and plan efforts to gain funds from multiple sources to continue to accomplish and sustain program activities after funding from this grant expires. Moreover, school, grant and federal funds will collectively expand services to students, teachers and community members. Houston ISD will continue to provide funds to purchase equipment, supplies, textbooks and instructional materials as part of the basic school program in addition to the funds for supplies, materials, textbooks, and materials requested in the FSCS grant. The training provided through FSCS funding will build capacity in the schools throughout the District to continue building and maintaining a college and career culture, where students' academic, social, emotional, and healthy well-being is a major priority long after FSCS funds are gone.

**Key partners**, with Houston ISD, in this project include the following:

- **Communities in Schools of Houston (CIS):** As a collaborating partner organization, CIS provides integrated student supports on Houston ISD school campuses alongside the Wraparound Service Specialists. CIS works with Houston ISD to address critical student issues, such as mental and physical health, food insecurity, housing instability, family and/or school violence, college and career readiness, and countless other challenges that impact student success. Because CIS and Houston ISD's Wraparound Services programming exist on the school campus, meeting students where they are, both entities are best able to meet their needs and connect students and families to resources. This collaborative partnership enables more students to receive the help they need to succeed in school and achieve in life.

- **City of Houston, Office of Education:** As a collaborating partner of Houston ISD, the City of Houston, Office of Education will serve as an information resource to assist in connecting Houston ISD to supports and programs that exist at the City of Houston. The City of Houston, Office of Education will also provide information for various opportunities that exist via city-wide initiatives from the Mayor's Houston Youth Program to Turn Around Houston to Out2Learn.
- **Houston Community Schools Partnership (HCSP):** As a collaborating partner of Houston ISD, HCSP will bring existing, funded community services into the targeted schools. HCSP's volunteers support school management by identifying community services, helping to integrate the services into the school, and providing outreach to the targeted clients. These community services include groceries, nutrition, counseling, literacy intervention, after school programs, summer camps, STEM enrichment, YOGA classes, music lessons, adult education, PTO enrichment programs, home-based computers, computer instruction, mentoring, and homeless services. During the 2017 school year, HCSP engaged twenty-two agencies and organizations to provide services to schools. HCSPs look forward to working with Houston ISD Wraparound Services to supplement their efforts. Furthermore, HCSP is also committed to collaborate in all aspects of the assessment of impact this project will have. HCSP will also ensure the agency's leadership will commit to district-wide dissemination and sustainability.
- **Houston Federation of Teachers:** As a collaborating partner, HFT has lead the advocacy work to bring the community schools concept to Houston ISD through both a grass-roots and systemic approach. HFT have successfully partnered to develop District level policy, financial commitment and promising campus-based models of support. Furthermore, HFT

is also committed to collaborate in all aspects of the assessment of impact this project will have. HFT is organizationally committed to district-wide dissemination and sustainability.

- **Houston Food Bank:** The Houston Food Bank will distribute food to families and to sign up children, from the targeted schools, to participate in the Backpack Buddies program—a program that provides weekend meals to students who are chronically hungry. Additionally, the Houston Food Bank will help the targeted schools to create campus food pantries and to stock the pantry with food items for students and families. For the project, Houston ISD will also coordinate with the Houston Food Bank for their Mobile Food Truck to make food distribution visits at least twice each semester at each of the targeted schools.
- **Houston ISD HIPPY:** Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. HIPPY is a home-based, family-focused program that Houston ISD provides to parents of children between the ages of 3 and 5 years-old, in English and Spanish, free of charge. The HIPPY lessons are delivered by home instructors who are active parents from the community. These instructors are trained to cover a highly structured, 30-week curriculum in English or Spanish for an hour every week in the parents' home. Home instructors use role play to teach parents educational activities which the parents can then practice with their children throughout the week. Each HIPPY lesson lasts 45-60 minutes once a week and feature a wide variety of activities for parent and child, such as (a) Reading stories together and answering questions about the stories; (b) Counting and grouping; (c) Learning sounds; (d) Increasing vocabulary; and (e) Identifying opposites. There is no cost to the child's family of Houston ISD schools, since HIPPY is sustained by Title 1 funding and private grants. Since the 2010-2011 school year, students who

participated in the Houston ISD's HIPPY program significantly outperformed their districtwide kindergarten peers in reading and math. HIPPY students have also outperformed their peers in the subsequent school grades.

- **Houston ISD Family and Community Empowerment (FACE) Department:** The FACE Department facilitates and coordinates districtwide parent involvement activities consistent with the District's core value: *"Parents Are Partners."* To develop a more coordinated system of parent trainings and workshops in Houston ISD, FACE has created a parent education system designed to strengthen families by developing parents as lifelong learners. For the targeted campuses, FACE will offer school-based courses, information, and resources for empowering parents to become more informed, more engaged, as well as more prepared to advocate for their child's education. FACE will also train campus staff, from the targeted schools, on how to involve parents in reinforcing learning at home and support them in any shared decision-making practices. FACE will assist each targeted campus to create a family resource center, as a family resource center and safe haven for parents to meet and feel welcomed; each school will provide at least three computers so that parents have access to online resources, applying for jobs, applying for services, etc. FACE will assist each targeted campus to facilitate Family Literacy Nights (FLN) when the schools will be open nights for family literacy-promoting activities, computer classes and use, and parenting instruction in an environment that highlights the importance of reading. Parents and students will also have opportunities on FLNs to get materials for take home, receive free books, and have opportunities to download ebooks.
- **Houston ISD Family and Community Empowerment (FACE) Department and Wraparound Services Department (jointly):** Both FACE and Wraparound Services will

assist the targeted schools to organize their parent communities. A campus parent liaison or designee will be responsible for gathering parents that are interested in forming any parent community/teacher group. The group could be in the form but not limited to a PTO, PTA, Community Council, SDMC and/or PAC.

- **Houston ISD Homeless Department:** The Houston ISD Homeless Department exists to assist the District's students and families that are living in a homeless situation or that are in transition by providing emergency housing or shelter, food assistance, clothing, and bus passes.
- **Houston ISD Health and Medical Services Department:** Health and Medical Services supports schools, campus leadership, students, parents, and schools' professional school nurse in the delivery of a comprehensive school health program, as well as ensuring compliance with state health mandates. For the proposed project, Health and Medical Services will coordinate dental, vision, hearing, Diabetes, and immunization tracking and services for the targeted schools.
- **Houston ISD Social and Emotional Learning (SEL) Department:** The Social and Emotional Learning Department coordinates the implementation and growth of culturally responsive and emotionally safe learning environments for the District's schools. SEL has resources to help students and their parents how to develop skills to manage their emotions, form positive relationships, feel empathy for others, and make responsible decisions. Additionally, school staff will receive training on how to implement restorative strategies and practices on their respective campus.
- **My Brothers Keeper:** My Brother's Keeper initiative is a collaboration between the District and the city of Houston to inspire and mentor male students to increase their quality of life

by participating in programs that focus on prevention, remediation, and maintaining a commitment to self-empowerment. Through the enrichment program, young men learn to:

- (1) Engage in positive activities;
- (2) Deter gang activity;
- (3) Prevent/deter chemical dependency;
- (4) Prevent teen pregnancy;
- (5) Promote productive members of workforce;
- (6) Promote future employability; and
- (7) Help students stay enrolled and complete high school.

- **Psych On Site, Inc.:** Psych On Site, Inc., a Houston-based private counseling and medication management company that specializes in providing professional and comprehensive behavioral healthcare, will provide, based on referrals for students and their families to the targeted schools, will offer complete behavioral health services, on-premises and at no cost, to the campuses.

***Extent to which costs are reasonable in relation to the number of persons serve***

The projected costs for the FSCS project are reasonable in relation to the objectives, design and significance of the proposed project. A project of this magnitude will need a substantial budget to keep it focused on the established goals and objectives of the project. Houston ISD has created a proposed budget for five years; the sustainability plan will encompass the specific areas that must continue to sustain the project when grant funding ends. The FSCS project will serve approximately 3,898 students and their families at five high-need, high poverty schools at a cost of approximately \$641.00 per student per year, not including any matching funds or services. The costs are very reasonable based on the number of services provided and the types of supports the students and their families will receive during the life of the grant. The funds provided through this grant will supplement the existing services or activities required by

state law, SBOE, or Houston ISD board policy. All activities of this grant are supplementary to existing structures and will not supplant current programs.

**(d) Quality of the Management Plan (up to 20 points).**

***(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.***

This project will be managed within Houston ISD's Office of Student Support, Wraparound Services department. The primary goal of this division is to provide non-academic supports that address critical issues such as, mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on students' readiness and ability to learn. The department staff are dedicated to the following: building relationships within the school community, engaging stakeholders through needs assessment and provider selection, and effectively connecting students to needed services. With the time commitment of 25% from the Project Director and 100% from the Grant Manager, the *Every Community Every School* initiative will be adequately managed with the utmost fidelity to ensure that the proposed activities are implemented, and the goals and objectives are achieved on time and within budget. The Project Director, Dr. Rolando "Rudy" Trevino, will provide supervisory oversight of the Grant Manager, and all aspects of the project. He is the Assistant Superintendent of Wraparound Services. The Project Director will have the responsibility of helping to create an environment of trust and collaboration, to ensure that the program runs smoothly, and will also guarantee that project services and supplies are readily available to all appropriate staff. The timeline below shows clearly defined responsibilities, milestones and evidence of completion that will successfully guide the project's activities:

<b>Table 6                      Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
Submit awarded grant to Board of Education (approval/acceptance)	October 2018 - December 2018	Wraparound Services Department Assistant Superintendent, Houston ISD Grants Managers	Approved project available to begin hiring staff and begin planning year
Wraparound Services <i>Community Schools Model</i> Onboarding & grant orientation training for Principals and WRS	November- December 2018	Wraparound Services Department Assistant Superintendent, Wraparound Services Managers, all stakeholders	Stakeholders demonstrate a clear understanding of grant expectations, program execution, & oversight.
Post position and interview Wraparound Resource Specialist (WRS) candidates	October 2018- January 2019	Wraparound Services Department, HR Business Partner, Principals	FTE Wraparound Resource Specialists hired

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
Complete contracts for external evaluator and contractors	November 2018 – January 2019	Wraparound Services Department Assistant Superintendent, Department Administrative Assistant, Wraparound Managers, HISD Procurement Department, HISD Legal Department	Contract fully executed
Purchase supplies for teachers and schools, including technology	October 2018	Wraparound Services Department (Administrative Assistant)	Provide start-up supplies for specialists
Onboarding of new Wraparound Resource Specialists (WRS)	November 2018 – December 2018	HISD Human Resources, Wraparound	Begin professional development activities & supports, expectations, and

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
		Services Department (Managers)	create Campus Plan for the current year.
Program implementation begins	January 2019	Wraparound Services Department (Managers), Wraparound Resource Specialists, all stakeholders	Execution of FSCS project
Secure partners for identified student needs	January 2019	WRS, Principal	Partners will be available to provide services for student needs
Submit & finalize MOUs for partners	January-February 2019	WRS, Principal, Procurement, Legal, Health & Medical Services	Fully executed MOUs for service
Process partners through the VIPS system	January-March 2019	WRS, Principal, Campus VIPS coordinator	Ensure that partners are approved to provide service to students

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
Partner orientation to HISD volunteer guidelines	January-March 2019	WRS, Principal, Wraparound Manager	Partners understand the district's expectations and guidelines
Partners provide services <ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Social Emotional Support for discipline issues</li> <li>• Food insecurities and basic needs</li> <li>• Parent Engagement</li> <li>• Expanded Learning Opportunities</li> <li>• Health Related Services</li> <li>• Educational Performance</li> </ul>	January-June 2019	Partners	Partners provide services to students and families that align to the four pillars of the Community School Model.
Weekly check-ins to discuss program/project	January-June 2019	Wraparound Services Department	Project review determines if changes

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
implementation, challenges, needs, etc.		(Managers), Wraparound Resource Specialists	or adjustments are needed to the program
WRS establishes Campus Community Council consisting of school & community members.	January-June 2019	Campus Principal, WRS, School Staff, Community members, Parents, Students	Better communication; Collaborative leadership & Practice; Family & Community Engagement
WRS establishes Campus Community Council consisting of school & community members.	January-June 2019	Campus Principal, WRS, School Staff, Community members, Parents, Students	Better communication; Collaborative leadership & Practice; Family & Community Engagement
WRS Professional Development (monthly)	January-June 2019	Wraparound Services Department (Managers), Wraparound Resource Specialists	WRS understanding & alignment in program model.

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
Principal Professional Development (every other month)	January & April 2019	Wraparound Services Department (Managers), Principals	Principal investment & alignment in program model.
Create Campus Plan for the upcoming school year (2019-2020)	April-July 2019	WRS, Principals, Wraparound Services Dept., Providers, Community stakeholders	Collaborative Leadership and Practice established
Begin quarterly meetings with key stakeholders	January 2019-May 2023	Wraparound Managers, WRS, Campus leaders	Collaborative leadership & practice
Host end of year partner recognition ceremonies	May- June 2019	WRS, Principals, Partners, community stakeholders	Collaborative leadership and practice
<b>End of each year (1-5):</b> Annual performance report due (most current performance & financial	June 2019-2023	Wraparound Managers, WRS, School Secretary, Principal	Project expectations met. Continued funding of program.

<b>Table 6 Timeline of Major Grant Activities Years 1-5 (2018-2023)</b>			
<b>Project Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Milestones/ Benchmarks</b>
information must be reported)			
Following the review of the annual performance report, modify Campus Plan based on needs, feedback, performance, etc.	June 2019	WRS, Principal, HISD Grant dept., Wraparound Managers	Met targets outlined in grant program.

*(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.*

The *Every Community Every School* Grant Manager will devote 100% of his/her time to the project and will monitor expenditures of the grant. In turn, the *Every Community Every School* Project Director will dedicate 25% of time to oversight of the Grant Manager and all aspects of the project. *Every Community Every School*, Wraparound Specialists will dedicate 100% of their time to the project to ensure the accomplishment of the goals and objectives. Attention will be dedicated to ensuring that matching funds are provided as indicated in the budget of this proposal. The *Every Community Every School* Grant Manager will also be proactive in ensuring that the project will have adequate resources to sustain the initiative through the year beyond the grant when USDE funds will no longer be available. They will also ensure that the components of this

project are completed as directed by the grant, on time and within budget. These individuals will work with the **Procurement Services Department** which has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. In addition to the other district level departments that are supporting the project, Houston ISD will provide technical assistance through Central Office Administration:

- **Grant Department:** Assistance in general grant management and technical assistance in the completion and filing of progress reports and amendments.
- **Research and Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of financial reports as required by the grant.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- **Information and Technology Department:** Support of access to the Hub and Web services

With these mechanisms in place, the district will ensure that the project will provide high quality products and services to the participants of the proposed project.

#### **(e) Quality of the Project Evaluation**

Through the implementation of the proposed project, Houston ISD is placing a major emphasis on ensuring that all students graduate ready for the world and possess the characteristics they will need to be successful in college and to compete in today's global workforce by providing students with a rigorous well-rounded education, with wrap-around services and supports, and

infused with instructional strategies that emphasize STEM and 21<sup>st</sup> century digital literacy skills. Houston ISD has identified five high-need, high-poverty schools—four elementary schools and one middle school— within the greater Houston community to provide services to through this proposed project. The schools were chosen for the proposed project because they are strategically-located geographically in communities that have high percentages of poverty and a high demonstrated need for multiple wraparound services and supports. As previously stated, many of the students at each of these schools are at risk of dropping out of school. As shown in the Table below, the targeted schools include Benavidez ES, Lockhart ES, Marshall ES, Robinson ES, and Thomas MS.

<b>School Name</b>	<b>Enrollment</b>	<b>AA</b>	<b>A/O</b>	<b>H</b>	<b>W</b>	<b>ED</b>	<b>ELL</b>	<b>At-Risk</b>	<b>Title I Status</b>
<b>Benavidez ES</b>	1,098	11%	6%	80%	3%	99%	85%	93%	100%
<b>Lockhart ES</b>	665	93%	1%	5%	1%	77%	1%	51%	100%
<b>Marshall ES</b>	1,055	38%	0%	60%	2%	95%	50%	76%	100%
<b>Robinson ES</b>	631	24%	1%	74%	1%	86%	55%	78%	100%
<b>Thomas MS</b>	449	55%	1%	43%	1%	93%	22%	84%	92%
<b>5 Schools</b>	3,898	44%	2%	52%	2%	90%	43%	76%	98%
<b>Houston ISD</b>	215,408	24%	5%	62%	9%	77%	32%	67%	92%

Source: *Houston ISD, Facts and Figures & PEIMS Report, 2016-2017; TEA, 2016-2017 TAPR Report. AA– African American, H– Hispanic, A/O– Asian/Other, W– White, ED– Economically*

*Disadvantaged, ELL– English Language Learners, and At-Risk – Students identified “at risk” of dropping out of school.*

Through the proposed project, Houston ISD will provide wraparound services and supports to approximately 3,898 students and their families from the five targeted schools. In partnership with several colleges and universities, businesses, parents, community-based organizations, and community leaders in the city of Houston, the District will implement a comprehensive evaluation design to assess how well the proposed project addresses the following: (1) The identified needs of participating students, their parents, teachers, and administrators; (2) The proposed project’s design in mitigating and eliminating the identified gaps and weaknesses in the current service delivery system; and (3) Identifying research-based best practices for the effective implementation of a replicable educational, social and emotional model that is of sufficient size, scope, and quality to provide a significant improvement in the academic, social, emotional, and health outcomes of low-income, inner-city students and their families, living within at-risk environments. The overall desired intent of the proposed project’s evaluation design is to document and show how strategically-deployed wraparound strategies, supports, and resources, through a comprehensive initiative that connects schools to non-academic supports will significantly improve the well-being and academic achievement of all students and their families.

For the purposes of the project design and evaluation design and plan, “Wraparound Services” is defined as non-academic supports that address critical issues, such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student’s readiness and ability to learn. While a family’s low socio-economic status (SES), and other factors, such as the students’

home languages and parents' backgrounds may contribute to achievement gaps in learning (Ford, 2013), when wraparound services are provided in tandem with strong academics and high-quality teaching, schools can truly meet the needs of the whole child and graduate students who are college and career ready (Jones, 2014).

***(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.***

The proposed project will implement a quasi-experimental study design—specifically a two group, non-random selection design, with pre-test and post-test—that employs the assignment of the students attending the five targeted schools, including their parents and teachers into a treatment group and a comparison group of similarly-matched Houston ISD students and their parents and teachers, based on campus demographics and academic performance, as depicted in **Figure 2** below. Additionally, the proposed project's evaluation design includes both formative and summative components, as well as quantitative and qualitative data collection and methods of analysis.

**Figure 2. Two Groups, Nonrandom Selection, with Pre-test, Post-test**

Group	Pre-test	Treatment	Post-test
<i>Experimental group = E</i>	O	X	O
<i>Control Group = C</i>	O		O

The overall responsibility for implementing the project's evaluation design will be the responsibility of an independent evaluator to be hired with Full-Service Community Schools grant funds. The independent evaluator will be hired to coordinate and implement an evaluation plan that effectively measures the success of the proposed project in meeting the stated goals and objectives, as well as tracking progress on meeting the required U.S. Department of Education's

Full-Service Community Schools program performance measure: *The percentage and number of individuals targeted for services and who receive services during each year of the project period.*

The evaluator's qualifications, relevant training, and technical experience will ensure that the project's evaluation is conducted prudently, efficiently, and within budget. This person will also provide leadership in the collection, analysis, and reporting of all pertinent data to facilitate on-going refinements and improvements of the proposed project, as well as by how well the proposed project provides high-quality services and activities to the students and their families of the five targeted schools.

***Organizational Capacity to Support Project's Evaluation Design, Planning, and Timelines:***

Over the past decade, school improvement and reform strategies have incorporated the use of data at all levels: classroom, school, district, state, and national (Means et al., 2009). Today, data driven instruction for continuous improvement remains a priority for school systems throughout the nation (Park et al., 2013). Data driven instruction for continuous improvement is also a strong priority for Houston ISD. Houston ISD schools and departments employ a data-driven approach to inform the decision-making process. data driven instruction for continuous improvement.

Under the leadership of the Houston ISD Research and Accountability Department, the department provides formative and summative program evaluations to district policy makers to facilitate the decision-making process; provides expertise, information, modeling, and analysis for the District's performance pay models and appraisal systems to determine teacher, school leader, and campus effectiveness with regard to student performance; and serves as a data resource for local, state and federal entities. Research and Accountability also develops, publishes, and distributes descriptive and statistical information analyzing student data; produces District

accountability reports and summaries for the District; and responds to special requests for performance data. Additionally, Houston ISD is an active member organization of the Houston Education Research Consortium (HERC)—a research partnership between Rice University and several Houston-area school districts—which provides technical expertise to guide data-driven, equity-minded policy. HERC aims to produce research that is relevant, timely and useful for school district decision-making to address educational inequality in Houston and beyond. Diverging from the traditional academic research model, HERC uses a partnership research model with the following features: (1) A jointly-developed research agenda that involves both university researchers and district leaders; (2) A long-term, rather than project-based, collaboration that works to solve longstanding problems; (3) a research agenda based on local questions and embedded in the local context and a focus on informing education decision-makers directly. Overall, the breadth, depth, and scope of work covered by the Houston ISD Research and Accountability Department greatly benefits from the active collaboration, cooperation and support from HERC.

Dr. Venita R. Holmes, Manager for Program Evaluation, of the Houston ISD Research and Accountability Department, coordinates and supervises the activities of research and programming staff in producing program evaluations, student performance reports, and other data reports that assist in planning, measuring changes, tracking educational achievement, and monitoring goal attainment. Dr. Holmes will serve as the project's liaison between the District and the independent evaluator. This department will also provide support to the project team, as needed, as it relates to participating student, teacher, and campus metrics, as well as assistance with maintaining students' and teachers' confidentiality of personal data and information and facilitating the District's protocols for student and parent consent. The department has access to and experience in reporting

student performance data on both state and national standardized assessments and District formative assessments, as well as other outcome measures and staff effectiveness, as needed for grant reporting purposes. Resources and support will be provided by the department for the project's implementation and grant reporting requirements. This department will provide support as needed as it relates to student, teacher, and campus performance results.

At the campus level, the principals of the five targeted schools will ensure that data sets for activities, for their respective campuses, are collected at regular monthly intervals and forwarded in a timely manner to the independent evaluator and the Houston ISD Research and Accountability Department. A timeline of key evaluation dates will be established for the entire grant period to facilitate the timely collection, analysis, and reporting of all formative/summative findings. The periodic feedback from students, their families, and teachers is also important to the overall success of the project. Each semester during each year of the project period, participating students and their families will be invited to a focus group to provide their valuable input and perspective on how well the project is meeting their families' needs. In addition, the teachers of the participating students will also be surveyed to assess their perspectives of the project's effectiveness.

Since Houston ISD serves a highly ethnically-, culturally-, linguistically-, and economically-diverse student population, as a global District in a global city, the District needs mechanisms in place that emphasize ensuring that students graduate ready for the world, while also respecting the rich diversity found among the District's students, families, and communities. The District has made it a strong priority that Houston ISD graduates must be educated and prepared to possess the characteristics they will need to be successful in college and to compete in today's 21<sup>st</sup> century global workforce. An essential mechanism in this process, at the school level, is the Shared Decision-Making Committee (SDMC), an organizing and mobilizing campus-based

advisory body, including students and parents, teachers, and business and community representatives. According to school board policy, the composition of each school's SDMC is required to be reflective of each school's community to ensure that a diversity of perspectives is brought to bear in the operation of the school by advising school leadership and providing community input into decision-making.

For the purposes of the project design and evaluation design and plan, the SDMCs, of the five targeted schools, will be an essential mechanism to support and hold each school's leadership accountable to ensure that the data sets for activities are collected at regular monthly intervals and forwarded in a timely manner to the independent evaluator and the Houston ISD Research and Accountability Department. Each year, each school's SDMC already helps campus leadership to review the District's educational goals, objectives, and major district-wide classroom instructional programs, so they are well-positioned to provide an additional level of support for both the independent evaluator and the Houston ISD Research and Accountability Department to efficiently conduct the program evaluation of the proposed project. Additionally, each committee is designed to involve professional and non-professional staff, parents, community members, and business representatives in establishing academic and other performance objectives of the school for each academic excellence indicator adopted in the Texas Education Code (TEC §11.253, TEC §39.051). The SDMC was authorized to fulfill the following responsibilities: (1) Implement all pertinent campus-level planning processes; (2) Develop recommendations for the school budget; (3) Submit recommendations for the school curriculum; (4) Recommend changes in the school's staffing patterns; (5) Develop and approve the campus staff development plans; (6) Develop, review, and revise the School Improvement Plan (SIP) for the purpose of improving student performance for all student populations (after principal approval of the SIP, the SDMC presents the plan to staff

for approval); and (7) Review and make recommendations regarding the school's organizational structure, and establish procedures to periodically obtain broad-based community, parent, and staff input. Overall, each school's SDMC is required to meet and to discuss the performance of the school and the school's objectives; a record of all decisions and significant discussion items must be maintained by the committee and the school. This information is disseminated to appropriate school and district personnel, as well as be available upon request for public review.

***Qualifications, Experience, and Expectations for Independent Evaluator:*** For the proposed project, Houston ISD will hire an independent evaluator with technical expertise and experience in evaluating federal grants and is proficient in quantitative and qualitative research methods and has ample experience in conducting program evaluations. The evaluator will work with program staff and partners to collect quantitative and qualitative data on all proposed activities as a part of a comprehensive, rigorous formative and summative assessment of the project. The evaluator, in partnership with the Houston ISD's Research and Accountability Department, will have the responsibility of executing the project evaluation and reporting. Data will be stored in a secured area, with access only available to the project manager and director, and the evaluator upon request. The evaluator's qualifications, relevant training, and technical experience will ensure that the project's evaluation is conducted prudently, efficiently, on time, and within budget. This person will also provide leadership in the collection, analysis, and reporting of all pertinent data to facilitate on-going refinements of the proposed project, as well as by how well the proposed project in meeting the stated goals and objectives and providing high-quality services and activities.

The independent evaluator will report, on a quarterly and end-of-year basis, both formative and summative program progress and findings to the Project Director and Program Manager. Both program progress and findings from the comprehensive end-of-year evaluation and Annual

Performance Report (APR) will be shared with the Project Director, Program Manager, Superintendent of Schools, the school board, the schools' principals, Houston ISD central-office administrators, project partners, the community, and the US Department of Education. The products of the formative and summative evaluation will be used to further refine and define the program goals and objectives, as well as to determine the overall effectiveness of the proposed project.

***Evaluation Design's Approach to the Goals, Objectives, and Outcomes of the Proposed Project:***

Houston ISD is dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. In partnership with several colleges and universities, businesses, community-based organizations, parents, and community leaders in the city, Houston ISD developed the following goals and objectives, based on the districtwide and community needs assessment that led to the identification of the five targeted high-needs schools. The districtwide and community needs assessment is based on the following: (1) The identified needs of students, their parents, teachers, and administrators; (2) the gaps and weaknesses in the current service delivery system; and (3) Identifying research-based best practices for the effective implementation of a replicable educational, social and emotional model that is of sufficient size, scope, and quality to provide a significant improvement in the academic, social, emotional, and health outcomes of low-income, inner-city students and their families, living within at-risk environments.

Houston ISD is confident that the implementation of the proposed project's quasi-experimental study design will result in multiple, rich data sources to generate quantitative and qualitative research findings to assess the strengths of the project as a viably replicable model to show how strategically-deployed wraparound strategies, supports, and resources, through a

comprehensive initiative that connects schools to non-academic supports will significantly improve the well-being and academic achievement of all students and their families. Through the deployment of quantitative and qualitative research methods, the proposed project will be further refined, and thus contribute to the scholarly body of knowledge by providing insight and knowledge about the strategies that work best for diverse, low-income students within large urban settings, since most of the students of the targeted schools, at 90%, are economically disadvantaged and 98% of the students are from minority backgrounds. The proposed project's metrics include multiple performance indicators, program implementation indicators, and program context indicators for students, their parents, and teachers. Throughout the entire grant period, student performance data will include the results from the annual state-mandated State of Texas Assessments of Academic Readiness (STAAR) tests, including reading and math assessments, as well as student data related to the following: (1) Academic grades and report cards, school attendance rates, and discipline referrals; (2) The number and percent of students on track academically; and (3) The number and percent of students and their families receiving wraparound services and supports. The evaluation design will also capture baseline and pre-post data on the number and percentage of teachers participating in the proposed project who receive sustained and intensive professional development to support their students. The project's evaluation design will also facilitate the monitoring for the efficacy of the teachers' professional development through classroom observations, review of lesson plans, surveys, and the quality of technology and digital tools created and used to support instruction and learning. The proposed project's goal, objectives, and outcomes, along with a description of the evaluation procedures, methods, data sources, and reporting timelines are identified in Table E-1.

<b>Table 8 Description of Project Goals, Objectives, and Outcomes with Evaluation Procedures, Methods and Data Sources, and Reporting Timelines</b>	
<b>Activity/Project Objectives</b>	<b>Methods/Data Collection/Analyses/Reports</b>
<b><i>Goal 1: Increase student achievement</i></b>	
Objective 1.1: Each year of the project, increase by more than one academic year, the performance of at least 50% of students initially scoring below grade level in reading.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 1.2: Each year of the project, increase by more than one academic year, the performance of at least 50% of students initially scoring below grade level in math.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 1.3: Increase the number of students who pass all classes by at least 20% each year.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.

Objective 1.4: By the end of the grant period, at least 80% of the students in these schools will meet or exceed state standards in mathematics, as measured by state-mandated standardized tests.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 1.5: By the end of the grant period, at least 80% of the students in these schools will meet or exceed state standards in reading, as measured by state-mandated standardized tests.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
<b><i>Goal 2: Ensure well-being of students</i></b>	
Objective 2.1: Each year of the project, the number of students targeted for services who receive services will increase by 25% per year, as measured by the previous year. (Performance measure)	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 2.2: Increase the average daily attendance in program schools by 5% each year to reach at least 95% by the end of the grant period.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS

	students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 2.3: Each year of the project, student disciplinary actions will decrease by at least 25%, as measured by student referral forms.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 2.4: By the end of the project period, the number of families who access services will increase by 20% each year, as measured by the previous year's program records.	Student/Family records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 2.5: By the end of the project year, the needs of students who have received social, emotional, behavioral and mental health intervention services through this project will decrease by 10% per year, as measured by attendance, disciplinary referrals, and teacher surveys.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
<b><i>Goal 3: Create equitable opportunities for students and families</i></b>	

<p>Objective 3.1: By the end of the project period, 100% of the teachers at the project schools will have participated in the cultural proficiency training, as measured by attendance sign in sheets.</p>	<p>School records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square (<math>\chi^2</math>) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.</p>
<p>Objective 3.2: By the end of the project period, 100% of students served will be based on student need, as measured by student profiles to inform the practice of connecting resources to students.</p>	<p>Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square (<math>\chi^2</math>) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.</p>
<p>Objective 3.3: By the end of the first year of the project, a technology infrastructure that connects resources and partnerships to specific student needs will be created and used at the project schools.</p>	<p>Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square (<math>\chi^2</math>) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.</p>
<p>Objective 3.4: By the end of the project period, the number of program parents who state that the District is concerned about the welfare of the children and community will</p>	<p>Student/family records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square (<math>\chi^2</math>) Test of Proportions involving FSCS</p>

increase by 25% each year, as measured by surveys and self-report.	students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 3.5: By the end of the grant period, parent participation and engagement will increase by 75%, as measured by the baseline year.	Student/family records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
<b><i>Goal 4: Create community-driven systems for sustainability</i></b>	
Objective 4.1: By the end of the grant period, 100% of the teachers at the project schools will have participated in the Positive Behavior Framework and Training to create healthy and safe classrooms for the students, as measured by attendance sign in sheets.	School records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 4.2: By the end of the project period, A Student Welfare/Student Support Service Regulation will be presented to the Board of Education as a policy for district schools.	Student records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.

Objective 4.3: By the end of grant period, the number of community partners who will participate in the project will increase by at least three partners each year, as measured by memorandums of understanding (MOUs).	School records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 4.4: By the end of the grant period, the full-service, community schools will be recognized as a necessary part of the community, as measured by surveys and community usage.	School records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.
Objective 4.5: By the end of the project period, participating families will refer other community members, as measured by increased participation and participant surveys.	School records and Full-Service Community Schools (FSCS) Program records; Descriptive/Quantitative analyses. Also, Chi Square ( $\chi^2$ ) Test of Proportions involving FSCS students and Non-FSCS Comparison groups. To be reported in Annual Performance Reports.

***(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.***

The proposed project's overall evaluation design and plan will guide the fine-tuning of the FSCS program strategies through on-going monitoring and the provision of evaluative formative feedback throughout the entire grant period. The evaluation design will also have a responsive summative component, with built-in controls in sample selection and analysis procedures that will generate project impact effect sizes for determining the effectiveness of the FSCS model. The Project Director will provide a roster of students who participated in the program at all grade levels to the independent evaluator, including a masked identification number, school, grade level, gender, ethnicity, and economic status. Data on students' participation in specific programs, such as special education and ELL, will also be provided to the independent evaluator. Documentation of staff professional development and family engagement activities will encompass schedules with dates, workshop descriptions, and presenters, as well as sign-in sheets and rosters. Activities will be monitored and reviewed to describe the scope and frequency of activities for program participants. A participant survey of targeted stakeholders (i.e., students, teachers, parents, school administrators, and service providers) will be developed to collect their perceptions of the program's effectiveness. Quantitative and qualitative data will use the 2017-2018 academic year as the baseline. Multiple objective performance measures will be collected, including, but not limited to the following: (1) Student performance data results from the annual state-mandated State of Texas Assessments of Academic Readiness (STAAR) tests, including reading and math assessments, as well as student data related to academic grades and report cards, school attendance rates, and discipline referrals; (2) The number and percent of students on track academically, including promotion and retention rates; and (3) The number and percent of students and their families receiving wraparound services and supports.

All Family Educational Rights and Privacy Act (FERPA) guidelines, as well as Houston ISD board of education policies will be adhered to in all data collection, methods (i.e., quantitative and qualitative analysis procedures), analyses, and reporting timelines for each of the targeted identified goals and objectives, as well as performance measures. The District recognizes the need for investigations in which human beings may serve as research subjects and acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. The District has established a Research Committee to review and approve requests to conduct research in the District. The committee membership, as required by school board policy, shall possess competence not only to comprehend the nature of the proposed program, but also to permit complete and adequate review and judgment as to the acceptability of the program in terms of board policy, elements of the law relevant to the activity, and standards of professional conduct and practice. The members of the Research Committee are appointed by the Assistant Superintendent for Research and Accountability. At least three committee members must participate in each research proposal review. The current membership is as follows: (a) Assistant Superintendent, Research and Accountability, Chairperson; (b) Managers, Research and Accountability; (c) Research Specialist, Research and Accountability; (d) External Reviewers (Department and/or School Staff directly impacted by the research); and (e) Secretary, Research and Accountability.

Quantitative and qualitative research methods will be employed to analyze the results of all data sources, including from surveys. Descriptive statistics in terms of frequencies, percentages, and cross tabulations will be used to examine the single-response and Likert-type questions. Depending on the scale level of the data that will be collected, quantitative analytical procedures may be used to process and present the evaluation findings, including descriptive statistics. Any

deviations from the proposed implementation timelines for all major activities will be documented, investigated, and explained in the progress reports.

Houston ISD has built multiple opportunities for the collection and analysis of performance feedback and to enable the periodic assessment of progress toward achieving the project's intended outcomes. The project's design components also provide an efficient way to identify services and interventions to meet the project's goals and objectives supported by District and community partnerships. Under the guidance and protocols of the evaluation design, formative assessment procedures will enable the local stakeholders of the program to obtain timely and ongoing feedback on the effectiveness of program strategies, as well as the overall effectiveness of the model.

**Monthly Meetings/Communications with Project Director:** The independent evaluator will meet monthly with the Project Director to provide appropriate feedback on the program's implementation, parent/teacher/student/project staff concerns, project successes and deficiencies, as well as recommendations from parents, teachers, students, project staff, and other empirical experiences of published reports on other FSCS initiatives that have used strategies and activities similar to those of the Houston ISD program.

**End-of-year/Beginning-of-year Meeting with Project Administrators/Partners:** To enable program stakeholders to plan effectively or make informed decisions based on quality feedback and data, the independent evaluator will meet with program administrators at the end or the beginning of each project year to discuss findings from the annual assessments of the program's implementation (Process Evaluation) and summative milestones (Summative Evaluation). In effect, the project evaluation team will provide on-going evaluative feedback on all implementation elements so that timely on-going programmatic refinements can be made.

**Extent of Effective Strategies Suitable For Replication Or Testing In Other Settings:**

The thoroughness of the evaluation design will facilitate the discovery of the merits (i.e., effectiveness, efficacy, relevance, appropriateness, strengths, and weaknesses) of not only the major program components but also the respective strategies that are in each of the major components. The example of a medical analogy is useful to convey a description of how to find a remedy to a health ailment; for instance, when searching for a medical solution to an excruciating headache of a patient, there are many solution strategy options to mitigate the headache pain, such as acupuncture treatment, relaxation techniques, over-the-counter pain medicines, prescription drugs of various kinds, and dietary changes. Without careful monitoring and assessment, one cannot determine which solution strategy or combination of these strategies will be effective for relieving the patient of his/her pain. There are times, for example, when dosage of a medication may be increased or decreased or even changed based on the patient's response/reactions to a prescribed medication, but it is only through close monitoring, assessment and feedback that the physician can make the appropriate decisions that can lead to the targeted health outcomes. Similarly, with the proposed project's comprehensive evaluation design, Houston ISD will be able to determine which components or mix of components or strategies and activities may have the most significant impact on the efforts to increase the students' academic achievement and college readiness. The design will also help Houston ISD to identify which strategy or mix of strategies work best for specific sub-groups of participating students. The project's assessments may, for example, reveal that there are differences in program "dosage" levels (e.g., participation/exposure levels) for the students who receive services in elementary school and then middle school, in relation to their toward achieving at grade level, as well as their college readiness level.

With the effective quantitative and qualitative assessments of component strategies, and the availability of both formative and summative findings about cohort students and their matched-pairs comparison groups, Houston ISD will be able to perform univariate or multivariate assessments of the effectiveness of the following aspects of the project's design: (1) The overall FSCS model; (2) The effectiveness of each of the major components; and (3) The effectiveness of each specific component strategies in relation to desired and anticipated outcomes. The evaluation design will also ensure that all of the solution strategies are closely monitored, and regularly assessed, in terms of effectiveness, appropriateness, strength, and weaknesses, to enable program staff to know which respective strategies: (1) Are working or found to be effective; (2) Are refined, improved, or expanded as necessary; or (3) Are discontinued as necessary. With the fine-tuning and effective implementation of these FSCS strategies, the best and most effective strategies will eventually emerge, with adequately documented core characteristics, to facilitate replication or testing in other settings, with an overarching aim to enable Houston ISD to identify replicable, evidenced-based best practices and structural/process strategies to increase students' academic achievement and college and career readiness levels, as well as increase the rigor and equity in their educational experiences. The proposed project is well-positioned, once implemented, to show others how to overcome educational inequity at low-achieving, high-need, high poverty schools.

**Extent To Which The Methods Will Produce Promising Evidence:** As previously stated, the proposed project will implement a quasi-experimental study design—specifically a two group, non-random selection design, with pre-test and post-test—that employs the assignment of the targeted students, including their parents and teachers into a treatment group and a comparison group of similarly-matched Houston ISD students and their parents and teachers, based on campus demographics and academic performance. The proposed project's evaluation design includes both

formative and summative components, as well as quantitative and qualitative data collection and methods of assessment. The selection of a quasi-experimental study design, with a strong degree of confidence, will produce promising evidence.

Houston ISD will be very focused and purposeful in its evaluation of the proposed project to ensure validity in its approach. Multiple systematic methods will be used to gather quantitative and qualitative data via both formative and summative procedures of assessing progress toward achieving the stated goals and objectives, such as through students' assessments and grades. The proposed project will also gather qualitative data, such as through surveys, to gauge the respective value activities through the eyes of the participants to determine their value and significance to the project. The data will be used to determine the success of the project and whether the District was able to assess that the strategies it used in this project were successful.

As previously stated, the quasi-experimental study design will be set up to evaluate the effectiveness of the proposed project. Additionally, the analysis of the products that were created through the project, such as by using surveys and student, parent, and teacher feedback, will enable the independent evaluator to determine the respective effectiveness of the components, strategies, and activities of the project, as well as to whether the tools and other artifacts created through the project's work will produce evidence of promise for success for students similar to those addressed in this project. To ensure validity, only teachers in the cohort treatment schools will have access to the products created through the project.

Based on the comprehensive needs assessment, Houston ISD has identified goals and objectives to ensure that the stated needs of the participating students are both served and met. The District, in the development of the project design, has reviewed relevant evidence-based interventions and created a plan of action/implementation to support the identified needs, and will

use the evaluation design to examine the results and reflect on what was well-done and the areas where changes are needed. Additionally, using this same strategy, Houston ISD will determine if the project was able to increase student achievement and improve college and career readiness levels, as well as improving high school graduation rates, and college enrollment and post-secondary academic success by using multiple data sources. Houston ISD is confident that the use of a well-designed quasi-experimental study design, with statistical controls for selection bias towards the interventions will produce promising evidence in support of the proposed project. Additionally, the District will use sampling to account for differences between the treatment group and comparison group. The quasi-experimental study design will also look for statistically significant effects of the interventions on students' outcomes with a demonstrated rationale (e.g., see logic model) that suggests that the stated interventions of the proposed project are likely the cause of the students' improved academic improvement in school and college and career readiness levels.

Houston ISD recognizes the essential role that the community plays in public education; Houston ISD is fully committed to work openly with the community to implement a shared vision for the proposed project. Houston ISD, in partnership with community and businesses, agree that it takes a city to reform an urban school district. Accordingly, Houston ISD invite's all who care about the city's children and its future to take part in making the education of Houston's children a civic responsibility. Houston ISD takes pride in ensuring that every student, regardless of culture, ethnicity, language, or economic status, has both equal opportunity and equal access to high-quality education evidenced through results of growth and accountability ratings.

To achieve the overall success of the proposed project, the District will aggressively work to meet the goals and objectives stated in the grant. Through a high level of collaboration among

schools, families, service providers, and community members, Houston ISD will increase the overall academic achievement and social, emotional, and healthy well-being of the targeted students and their families. Houston ISD strongly believes that the proposed project offers a viable, replicable model that is also grounded in innovative concepts and research. Houston ISD recognizes the importance of educating the whole child, and will therefore continue to be supportive of this project. The evaluative information collected from the project will be used to continue to build partnerships that will help empower Houston ISD schools and communities. Collected data will be used to make improvements and adjustments to the program. The evaluative information will also be used to allow Houston ISD to effectively replicate this program at other Houston ISD schools.