

## I. Quality of Project Design

### A. Need for the Project

The Georgia College’s *Wraparound Baldwin* (WB) will serve over 1300 eligible K-2 grade participants and their families at Lakeview Primary (LVP) and Midway Hills Primary (MHP) in Milledgeville-Baldwin County, a community of 44,906 in rural middle Georgia. Demographics reflect the community’s diversity, with 54% White/Caucasian residents, 42% Black/African American, 2% Hispanic/Latino, 1.5% Asian, and less than 1% other ethnicities. Of the total students enrolled in both schools, Black/African American students account for 62% of the students, with White/Caucasian students accounting for 31% and less than 7% other ethnicities. Economically, almost 63% of the households in Baldwin County fall below the state’s median income of \$51,037<sup>1</sup>, which contributes to the county median household income of \$34,595. Approximately 18.4% of the Baldwin County population are without a high school education. Factors such as low educational attainment contribute to the county’s poverty rate of 29.7%, nearly thirteen points higher than the statewide poverty rate of 17%.

In addition to outreach to the entire community, WB will target the two Section 8/public housing neighborhoods in Baldwin County, Wray Homes and Graham Homes. These census tract-block groups are a microcosm that reflects the needs of our community:

Community	Minority	No HS Diploma	Below Poverty Level
CT 9702-BG4 (Graham)	93%	55%	72%
CT 9705-BG2 (Wray)	83%	36%	90%

---

<sup>1</sup> U.S. Census.gov 2016-DP03

All schools in the Baldwin County School District currently have a Provision 2 status which allows the entire county to participate in the free lunch program compared to a state-wide rate of 62% Free/Reduced Lunch. Research shows that schools with a majority of economically poor students, such as those attending LVP and MHP, tend to have low standardized test performance, low academic achievement, and low persistence rates in middle school and high school<sup>2</sup>. The National Research Council publication Preventing Reading Difficulties in Young Children indicates that low socioeconomic status (SES) is both a group and individual risk factor for reading difficulties. As a group factor, there is a correlation of .68 while individually a student with a low SES has a correlation of .23 in their reading attainment. Therefore our plan is to serve the individuals while improving the group.

**Need for Literacy Supplemental Instruction**

In 2017-18, BCSD realigned the four elementary schools into two Primary (K-2) and two Academy (3-5) schools. However, the most current data available from the Georgia Office of Student Achievement (GOSA) reflects the students’ data prior to the realignment. Below is the report for 3<sup>rd</sup>-grade reading levels which show that compared to the state-level, 7%-30% more BCSD students are not proficient readers.

<b>Georgia Milestones End-of-Grade: English Language Arts 2016-17</b>					
School	Beginning Learners	Developing Learners	Not on Grade Level	Proficient Learners	Distinguished Learners
Eagle Ridge	55.9%	37.9%	93.8%	5.5%	0.7%
Blandy Hills	29.5%	41.7%	71.2%	19.7%	9.1%
Creekside	31.5%	41.3%	72.7%	22.4%	4.9%
Midway	52.4%	35.9%	88.3%	9.7%	1.9%
State-level	26.1%	37.5%	63.6%	26.3%	10.1%

<sup>2</sup> Borg, Borg, and Stranahan. “Closing the achievement gap between high-poverty schools and low-poverty schools,” *Business and Economics*.

The Annie E Casey Foundation Report - *Early Warning! Why Reading by the End of Third Grade Matters* states, “Up until the end of third grade, most children are learning to read, however, beginning in the fourth grade they are reading to learn.” The National Research Council (NRC) asserts that “[a]cademic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.” WB will work towards the needs of the community while focusing on the individuals by leveraging the consortium of partners to address the complex problem of reading success.

In the same 1998 NRC report, *Preventing Reading Difficulties in Young Children*, it emphasizes quality instruction and an appropriate curriculum, keyed to high standards, as the primary route to preventing most reading difficulties. However, additional efforts will still be necessary for some children, including supplementary tutoring provided by professionals with specialties in reading and special education support and services. Supplementary instruction has merit if the intervention is time-limited and is planned and delivered in a way that makes connections to the daily experiences that the child has during reading instruction. Supplementary instruction can be a significant and targeted enhancement of classroom instruction. In 2017, BCSD received a Literacy for Georgia (L4Ga) grant to improve literacy in the schools by work with the teachers on the quality of instruction and appropriate curriculum. WB will complement this initiative by working with the students in the classroom through the supplemental instruction program; Start Making a Reader Today (SMART) which meets the WWC evidence standards and with potentially positive effects for alphabets, fluency, and comprehension.<sup>3</sup>

---

<sup>3</sup> Start Making a Reader Today® (SMART®). <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/483>

## Need for summer educational/literacy program

Much research has established that summer educational activities, or the lack of them, has been linked to summer learning losses. One reason is attributed to the “faucet theory:” public schooling creates a flow of resources to all students during the school year—books, meals, teachers, and organized activities, among others—that keep all students learning and growing. In the summer, the faucet continues flowing for middle- and higher-income students because of their home environment and/or the enrichment their families provide. But the faucet runs dry for lower-income students, who lose access to critical services altogether when the school doors close. Three researchers at Johns Hopkins University, Doris R. Entwisle, Karl Alexander, and Linda Steffel Olson, introduced the faucet theory in their book, *Children, Schools, and Inequality*, published in 1997. Based on spring and fall test scores from their longitudinal Beginning School Study in Baltimore, they found that the difference in reading comprehension abilities between low income children and middle-income children grew from half a school year in the fall of first grade to three school years by the spring of fifth grade. The real revelation, however, was that almost all of the increase in the achievement gap over the elementary school years could be traced to differences across social lines in summer learning experiences.<sup>4</sup>

Additional research shows us that summer learning loss involves more than math and reading. When students do not attend engaging and enriching summer programs, the summer months can result in losses in health and well-being, college and career opportunity, and the support needed to break cycles of intergenerational poverty and move young people and their

---

<sup>4</sup> The Case for Summer Learning. Why Supporting Students and Families All Year Is Vitrally Important. Sarah Pitcock, American Educator, Spring 2018.

families forward.<sup>5</sup> These are the exact issues that the *Wraparound Baldwin* consortium are working to positively affect. The WB Summer PUSH program at each site will work with teacher-identified students in activity based projects that enhance literacy and language learning, include the SMART tutoring and provide 12 self-selected summer reading books to improve reading achievement to all students. The book portion of the program is based on the research in the IES funded grant “Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students” which meets the WWC evidence standards.<sup>6</sup>

### **Need for Kindergarten Transition Program**

Due to the increase in school accountability, pressures to improve test scores have shifted down to the youngest students: kindergarteners. With a heavy focus on literacy, the preparation for these children to read has academic readiness subsuming social preparedness as a priority. The situation was exacerbated when increased accountability measures were coupled with data indicating nearly half of the nation’s kindergarteners experienced moderate to severe problems transitioning successfully to kindergarten (Pianta & Cox, 1998). The National Center for Early Development and Learning (NCEDL) conducted a national transition survey of nearly 3,600 kindergarten teachers (Pianta & Cox, 1998). Teachers who participated in the NCEDL survey reported that while 52% of children experienced a successful transition to kindergarten, 48% had moderate to severe difficulties when transitioning to kindergarten. Specifically, teachers perceived that 32% of the 48% experienced moderate difficulties, while the remaining 16% were perceived to experience severe difficulties. Teachers mostly reported areas of concern with

---

<sup>5</sup> Karl Alexander, Matthew Boulay, and Sarah Pitcock, “Introduction,” in *The Summer Slide: What We Know and Can Do About Summer Learning Loss*, ed. Karl Alexander, Sarah Pitcock, and Matthew Boulay (New York: Teachers College Press, 2016),

<sup>6</sup> Addressing summer reading setback among economically disadvantaged elementary students. Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010).

children’s abilities to follow directions and engage in academic activities (Pianta & Cox, 1998; Rimm-Kaufman, Pianta, & Cox 2000).<sup>7</sup>

The term at-risk refers to children’s risk factors that might impede academic achievement in school. As indicated before, the majority of students in the BCSD would be considered at-risk. In 2016-17, GOSA estimated that of the four-year-old population, 50% were at risk and 33% were not enrolled in a formal Pre-K program. Our focus will be on those rising kindergarteners that have never been in a formal Pre-K program.

		Estimated Population of 4yo	Number of At-Risk Children Served	Number of 4yo Enrolled in Georgia Pre-K	Percent of Estimated Population Served	Percent of Pre-K Enrollment that is At-Risk
2016-17	Baldwin	566	283	382	67.49%	74.08%

This is especially important since research has shown that the quantity, or amount, of transition practices schools offered to children and families was associated with positive academic achievement scores at the end of kindergarten (Schulting, Malone, & Dodge, 2005) and is a critical time in children’s academic and social development. As an example, positive transitions were facilitated through purposeful transition activities such as pre-kindergarten children visiting kindergarten classrooms, and through the development of positive child/adult relationships (Meyer & Mann, 2006; Pianta & Kraft-Sayre, 2003; Pianta & Stuhlman, 2004). The effects of these school based transition practices were the strongest for low and middle socio-economic status children (Schulting et al., 2005).<sup>8</sup>

<sup>7</sup> A Comparative Case Study Of Kindergarten Transition Practices And The Impact On Children’s Kindergarten Readiness, Robin Hamilton, 2013

<sup>8</sup> A Comparative Case Study Of Kindergarten Transition Practices And The Impact On Children’s Kindergarten Readiness, Robin Hamilton, 2013

## Need for School-Based Health Clinic

The Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services, is the primary Federal agency for improving health care to people who are geographically isolated, economically or medically vulnerable. As of June 2017, Baldwin County was designated as Health Professional Shortage Areas (HPSAs) by HRSA as having shortages of primary care providers with a 3.91 FTE population-to-provider ratio. HRSA uses an FTE target ratio of 2,000:1. Therefore, with a population greater than 44,000, Baldwin County requires a minimum of 22 FTE to not be considered a shortage area.

Health-related problems play a major role in limiting the motivation and ability to learn of youth, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. Recent research in fields ranging from neurosciences and child development to epidemiology and public health provide compelling evidence for the causal role that *educationally relevant health disparities* play in the educational achievement gap that plagues youth. This is why reducing these health disparities through a school-based health clinic (SBHC) must be a fundamental part of a full-service community school.<sup>9</sup>

Specifically, it has been shown that SBHCs improve health management for students with asthma and diabetes, increase preventive care and immunizations, decrease teenage pregnancy rates, and increase screening for mental health concerns in underserved communities. By offering services that enhance the readiness of students to learn, SBHCs allow educators to

---

<sup>9</sup> Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Basch, CE

focus their energy on education. The list below represents the numerous activities that SBHCs can undertake as partners in the educational setting.<sup>10</sup>

### ***Services for Students***

- Identify students at risk for health and behavioral problems
- Assist in IEP development
- Immunize students
- Administer medication to students with chronic illness
- Provide mental health services
- Provide preventive health services
- Provide on-site management of acute health conditions
- Refer students to services not provided at the SBHC
- Conduct sports physicals
- Encourage student participation and involvement in SBHC activities
- Enroll students in health insurance
- Provide opportunities for leadership and involvement in peer programs
- Employ staff that can serve as mentors and role models
- Provide individual, group, and classroom health education consistent with the school curricular goals

### ***Services for the Community***

- Offer selected health services to the community (flu shots, screenings, etc)
- Support parents/teachers concerned about students' physical or mental health

---

<sup>10</sup> School-Based Health Centers and Academic Performance: What is the Intersection? National Assembly on School-Based Health Care, January 2005

- Support principals by addressing the health needs of specific high-risk populations
- Participate in community initiatives on public health issues such as obesity and emergency planning
- Coordinate with other school and community service providers
- Encourage parental involvement

It is the goal of the Georgia College School of Nursing to complete their SBHC planning grant from Emory University in order to have a part-time health clinic available in the first summer (2019) to begin immunizations and physicals for the upcoming school year (2019-2020), in addition to providing the traditional health services. At start-up, the clinic will be staffed by a part-time Faculty Family Nurse Practitioner, assisted by graduate and undergraduate nursing students as a clinic placement.

### **Need for Neighborhood Leaders**

Using data from the Chicago Longitudinal Study, a study investigated the association between parent involvement in elementary school and success in high school. Parent involvement in school (based on teacher and parent reports) and parent reports of home involvement were used to determine if greater reported parent involvement was associated with indicators of school success. Results indicated that even after controlling for background characteristics and risk factors, parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed.<sup>11</sup> In the results of a NCCE case study on nine rural schools, the most commonly-

---

<sup>11</sup> Parent involvement in elementary school and educational attainment. Wendy Miedel Barnard  
<https://doi.org/10.1016/j.chilyouth.2003.11.002>

noted challenges to parental involvement, as perceived by respondents, were parents' work schedules (seven schools), parents not valuing education (five schools), lack of access to transportation (five schools), parental beliefs that education is the school's responsibility (three schools), and distance between home and school (three schools).<sup>12</sup>

The objectives of the BCSD's Neighborhood Leaders will be to engage parents and community members within Graham and Wray Homes with the youth, the schools, and empowering them through adult education opportunities.

## **B. Goals and Objectives**

Information about measurement can be found in section V, Quality of Project Evaluation.

**Goal 1:** Increase services through the consortium for students, families and community members.

- Objective 1.1: 15% of students will receive comprehensive services from partners.
  - Activities: tutoring, school supply drives, uniform drives, Blessing Bags, eye exams/glasses
- Objective 1.2: 75% of clinic's capacity will be utilized by end of Year 2.
  - Activities: running of part-time clinic

**Goal 2:** Increase literacy by targeting K-2 students.

- Objective 2.1: 25% of targeted students will read on grade level by the end of the academic year
  - Activities: SMART tutoring, CIS tutoring, PUSH program, Parent University, Twin Lakes Library visits

---

<sup>12</sup> A Focused Look at Rural Schools Receiving School Improvement Grants. NCCE Evaluation Brief, April 2004.

- Objective 2.2: 50% of targeted students will be socially/emotionally prepared for Kindergarten.

- Activities: Pre-K-K Summer Transition Program

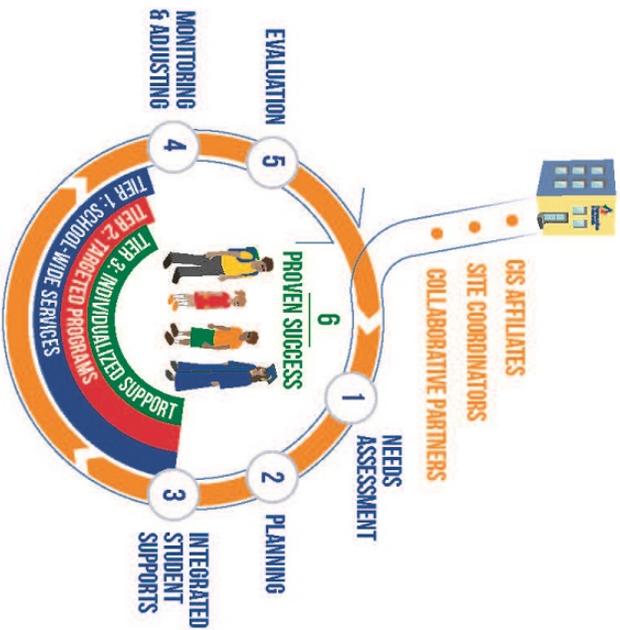
**Goal 3:** Increase parent engagement with teachers, administrators, and the school system.

- Objective 3.1: 50% of eligible adults will access adult education services.
  - Activities: GED information sessions, GED preparation classes, GCTC outreach and certificate programs
- Objective 3.2: 15% of targeted parents will attend 1 Parent University and/or school event per academic year.
  - Activities: Parent University events, PTA meetings
- Objective 3.3: Neighborhood Leaders will host 2 parent/community engagement events per month.
  - Activities: disseminating information via weekly newsletter, in-community workshops and seminars (financial literacy, GED information sessions, early literacy skills, etc.)
- Objective 3.4: 75% families of CIS case-managed students will attend 4 Neighborhood Leader-hosted events per academic year.
  - Activities: in-community workshops and seminars (financial literacy, GED information sessions, early literacy skills, etc.)

## **II. Quality of Project Services**

The lead applicant is GC's CIS affiliate. The CIS model is a highly successful program that leverages a vast array of community partners and individuals to support our students. Below is an outline of the national CIS model.

# OUR UNIQUE MODEL



© Communities In Schools 2016

## • CIS AFFILIATES

Hire and train site coordinators, bring the CIS model to schools in need and mobilize partners to provide resources.

## • SITE COORDINATORS

Trained professionals who work with school administrators to assess needs, develop a plan and build a team to provide supports to schools and students.

## • COLLABORATIVE PARTNERS

Schools, businesses and community agencies all work together with site coordinator to deliver supports to students and families.

### 1 NEEDS ASSESSMENT

Analyze multiple sources of data to identify the key needs of the school and individual students.

### 2 PLANNING

Site coordinators lead their school support team to develop a plan to prioritize supports that address academic and non-academic needs.

### 3 INTEGRATED STUDENT SUPPORTS

Site coordinator and partners deliver tiers of support to the school, students and their families.



### 4 MONITORING & ADJUSTING

Site coordinator continuously monitors student and school progress and adjusts supports to optimize results.

### 5 EVALUATION

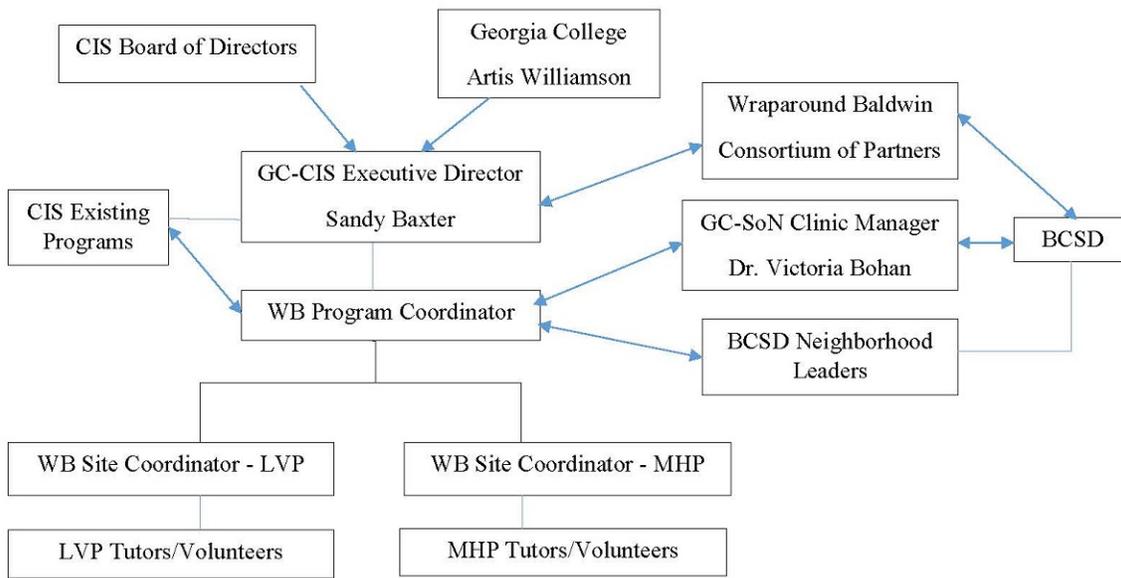
Continuous assessment of partners and student supports by the CIS affiliate to demonstrate results and improve practice.

### 6 PROVEN SUCCESS

We increase graduation, reduce dropout, and improve attendance for schools in need.

## A. Existing Services

Existing services (displayed in chart below) in the Baldwin County community are provided by the consortium partnership and focused around nurturing the whole child as a means to help them better succeed in school. The consortium of partners is addressing the issues facing our community from different angles, coming together to meet as many student needs as possible.



**Fig1. Program/Consortium Organizational Chart**

This is done through 6 major avenues.

1. **Tutoring** – Since many BCSD students often underperform on grade level standards, CISMBC has provided tutoring in BCSD schools for the past nine years. This past academic year, 571 volunteers provided 4,497 hours of service with 2,700 additional hours served by three part-time AmeriCorps tutors. Our impact included the following: For attendance, students missing 10 or more days improved by 75.4%. Academic improvement for students with C or below was 72.8%. Promotion status for CISMBC case-managed students reached 89.3%. Tutors work in the schools once a week for one

hour. With early grade students, tutors focus on literacy and reading and serve as role models for students. With grant funds from FSCS, we plan to hire six additional paid tutors, one dedicated to each grade level in each of the two primary schools, and increase hours in order to expand our impact to more students. CISMBC, with assistance from the GC GIVE Center, will also actively recruit, train, and place more volunteer tutors in the targeted schools.

**Tutoring Partners include Communities In Schools Milledgeville-Baldwin County, Inc., and Georgia College.**

2. **Student Resources** – Students in Baldwin County often lack money for things such as school supplies and school uniforms. To address this need, CISMBC, with assistance from community partners and donations, runs successful school supply and uniform drives to provide these items to students free of cost. CISMBC and partners also provide access to eye exams, glasses, backpacks and many more essentials. Additionally, Baldwin Family Connection (BFC), with support from community partners, local churches, and donations, coordinates and provides Blessing Bags for children to take home over the weekend. These bags include nutritious food for children who are food insecure. Last year, the program provided bags for 250 children per week. These programs will be continued at no cost to the FSCS grant, though CISMBC and BFC plan to leverage the partnerships of the consortium to continue their outreach efforts to grow these services to impact more students at the primary schools.

**Resource Partners include Communities In Schools Milledgeville-Baldwin County, Inc. and Baldwin Family Connection.**

3. **Adult Education** – Based on data provided earlier, over 18% of adults in Baldwin County have not earned a high school diploma. In order to support parents and help them take ownership of their own education and career trajectories, CISMBC coordinates the Certified Literate Community Program with Central Georgia Technical College. The Baldwin Certified Literate Community Program encourages parents and adults to go back to school to get their GED by providing GED preparation classes, CGTC outreach, and certificate programs. CISMBC has a part-time Adult Education Coordinator dedicated to parent and adult outreach that works on-site at the Early Learning Center and provides help with resumes, online job applications, and more. Last year, 260 adults enrolled in adult literacy programs, and CISMBC provided 167 GED scholarships to cover the costs of practice tests and GED testing. Additionally, BCSD plans to continue their Parent University program, which provides workshops and seminars for parents on relevant topics, such as financial literacy, computer skills, literacy strategies, and nutrition in addition to topics related to their children’s education. Various community partners provide their time and efforts to engage with parents in these workshops and seminars. These services will all continue at no additional cost to the grant. Parents who are invested in their own education can help their children become invested in their education as well.

**Adult Education Partners include Communities In Schools Milledgeville-Baldwin County, Inc., Baldwin County School District, Central Georgia Technical College, Georgia Power, Exchange Bank, Milledgeville-Baldwin County Chamber of Commerce, and Century Bank.**

4. **Community Engagement** – Among the underserved populations in Milledgeville, there is a great sense of community pride. This pride leads to wanting to invest in the community to help it improve. Various organizations provide space for community events. The community has rallied to support students through after school programs and homework help. When appropriate, the Ocmulgee Judicial Family Treatment Court diverts its participants into treatment rather than to criminal charges, which keeps families together and the community healthy. These community organizations are a great source of referrals for CISMBC, both for students who are struggling as well as for our adult education program. Community organizations often know the makeup of the community better than the school system, so they provide an invaluable service by recruiting members for community activities and providing referrals.

**Community Engagement Partners include Communities In Schools Milledgeville-Baldwin County, Inc., Milledgeville Housing Authority, and Collins P. Lee Community Center.**

- a. **Parent University** – In 2008, BCSD created Parent University, a series of workshops and seminars designed to give parents necessary information to aid them in their own education efforts as well as information that will aid them in shepherding their child through their educational careers. There are two components to the BCSD Parent University Program – the standard in-house sessions that will continue to be offered at the schools and the Bus Program, which is being revitalized after multiple years. In the past, this program has been run at the schools once a month; however, as transportation and work schedules are often barriers to parental participation, BCSD has decided to begin the Parent

University Bus Program. The intention of this bus program is to make the workshops more accessible for parents in their own communities. Twice a month, a bus will go into low-income neighborhoods and highly frequented community spaces (Wal Mart, Captain D's, Lowes) and workshops will be run for 45 minutes on the bus itself. The bus will be equipped with WiFi and air conditioning, and on each outing, the bus will provide the same workshop 5-6 times each, allowing for a high level of parent participation. Workshops will be offered in topics such as: accessing and understanding PowerSchool, accessing child school resources, computer literacy skills, financial literacy skills, and enrolling for GED classes. There will be a parent survey to determine the most appropriate schedule, location, and session topics for the Bus Program. The Bus Program will be run with BCSD funding, community donations, and corporate sponsorships from local restaurants, who will provide refreshments.

**Parent University Partners include the Baldwin County School District.**

5. **Professional Development for Teachers** – Georgia College's talented faculty offer their time and expertise to the school district by providing professional development opportunities for teachers. The Sandra Dunagan Deal Center for Early Language and Literacy is an especially important resource, as literacy is a currently a high priority for BCSD.

**Professional Development Partners include Georgia College, and the Baldwin County School District.**

6. **Leadership on Board of Directors** – Multiple partners show their support through membership on the CIS Board of Directors. This group of community leaders not only

endorses the mission and vision of CIS, but also uses their experience, leadership, relationships, and influence to open doors, garner support, and offer guidance and advice to create an even better organization. They attend meetings once a month, show their public support of CIS, and secure additional partners to continue serving the community. Additionally, CIS's Executive Director sits on the Board of Directors for Ocmulgee Judicial Circuit Family Treatment Court, and CIS has partnered with them to help provide adult education opportunities for their participants.

**Board of Directors Partners include Georgia College, Baldwin County School District, Exchange Bank, Central Georgia Technical College, Century Bank, Milledgeville Main Street, River Edge Connect Clubhouse for Youth, and Ocmulgee Judicial Circuit Family Treatment Court.**

## **B. Additional Services**

Many consortium partners plan to continue their existing services, and some have plans to expand their services and impact (noted in the table below). To continue our work in serving our children, four major additional services have been identified: SMART tutoring, an on-site health clinic at the Early Learning Center (ELC), two summer programs to be run at Lakeview and Midway Hills Primary Schools, and the Neighborhood Leaders Program.

1. **SMART Tutoring** – We have decided to use the SMART tutoring model as a proven evidence-based method to provide supplemental literacy instruction for students.

CISMBC will continue and expand their tutoring services; however, the SMART model will also be implemented in the primary schools. The program will offer tutoring twice a week for 30 minute sessions in reading. Twice a month, students will receive a book they

can take home as well. The Program Coordinator, Site Coordinators and paid tutors will receive training in the SMART model in order to effectively emulate the program to its maximum potential for student success.

2. **Summer Programs** – BCSD operated an effective summer pilot program at the ELC using funds from an Innovation Fund planning grant from the Governor’s Office of Student Achievement in the summer of 2017. Using their model and funds from the FSCS grant, two new summer programs will be available at the Primary schools. During the 2018-19 academic year, school administrators, teachers, and the WB Program Coordinator will finalize the details for each program. The teachers who are identified to lead each summer classroom will have 16 hours of planning time to prepare the curriculum and materials that will be used during each program. During the planning time, GC faculty and resources from the Center for Early Language and Literacy will be available to assist with development and provide their expertise.
  - a. Summer PUSH program (K-2) – This program will be run for four weeks and serve students identified as “borderline” in terms of their readiness for promotion. Students will receive literacy-based academic services in order to prepare them for the next grade level. In addition to pushing students toward mastering their grade level standards, this program will help prevent the summer “brain drain,” or loss of learned material over the summer break. School administrators, teachers, and parents have indicated this type of program is needed for some of our students. FSCS grant funding will allow us to support one classroom per grade at each primary school and, serving a maximum of 132 students, which is 10% of the K-2 population. Annually, in March, teachers and school administrators will

begin identifying students who are struggling and would benefit from participating in the Summer PUSH program.

- b. Kindergarten Transition – This program will take place for two weeks over the summer, serving 40 children, and will largely address social and emotional needs of students, as well as get them adjusted to their new school environment. The targeted population for this program will be children who were not enrolled in a formal Pre-K program or who did not attend a community daycare. Per data outlined in the Needs Section, almost 22% of the Kindergarten class, approximately 390 children, will not have attended a Georgia Pre-K Program. At the end of this program, a reading assessment will be completed by each child so that teachers have a baseline of student data at the start of the school year.
3. Health Clinic and Services at ELC – The Georgia College School of Nursing plans to open a health center, which will be housed at the ELC. Many of the students in the ELC qualify and participate in the Head Start Program, and their families fall below the poverty line. They may have insurance (Peach-care) but have no transportation to get to a clinic. Having free health services on site will ensure students receive the care they need in a timely manner. The GC School of Nursing, specifically Dr. Joy King-Mark, will oversee the clinic. The WB Program Coordinator, with assistance from a part-time support person, will coordinate services, schedules, and assist the clinic. When the ELC was built, a wing was dedicated to becoming a clinic; unfortunately, the space has never been used for its intended purpose. Therefore, the space the clinic will occupy is already designed to fit the needs of a SBHC. The space is equipped with a waiting room, reception desk, 2 offices, 3-4 exam rooms, and 1 lab. Currently, the plan is to have the

clinic ready for operation during the summer of year 1 of the grant (2019), open 2 days a week for 8 hours. This will allow the clinic to provide school physicals and immunizations before the school year begins. The clinic will also have access to telemedicine in order to serve students at both primary schools so that students will not need to leave their schools to be seen for minor concerns. Family and community members will be given access to the clinic as well. For any services the clinic cannot provide, referrals will be given. Having access to an on-site clinic will reduce the number of student absences for minor health concerns, lessen familial stress due to lack of health insurance/health care providers, and contribute to an overall healthier community. When students are physically healthy, they are better able to learn and retain, which leads to improved academic achievement.

4. Neighborhood Leaders Program – In the past, parent and community engagement efforts have proven more successful when promoted and endorsed by members of the communities themselves. A gap identified in the needs assessment by both schools was a lack of communication and engagement between parents and community members and the schools. The Neighborhood Leaders Program aims to bridge this gap by hiring leaders from each individual community that will serve as a liaison between the community and the school. The Neighborhood Leaders will be in charge of encouraging participation in PTA meetings and attendance at Parent University sessions and various school events, recruitment for summer programs, as well as relaying information and concerns between parents and the school. These leaders will work a maximum of 10 hours per week for \$10 per hour. Throughout the school year, they will be responsible for hosting two community events per month in their community. The BCSD Parent Engagement

Specialist, and WB Program Coordinator will work with consortium partners to help Neighborhood Leaders plan and execute these events. The Neighborhood Leaders will report to a BCSD employee designated by Dr. Noris Price, but they will be invited to consortium meetings.

<b>Partner</b>	<b>Existing Services</b>	<b>Additional/New Services</b>
Georgia College & State University (Communities In Schools)	Tutoring/mentoring services; School supplies/uniform drives; adult education outreach; Volunteers, Interns and Work Study Students Leadership on Board	Increase of tutoring hours and number of students served; increase adult education outreach
Georgia College & State University (School of Nursing)		On-site health clinic in ELC
Baldwin County School District	Academic Achievement: Leadership on Board of Directors; Parent University	Summer (K-2) PUSH program; Kindergarten Transition Program; Neighborhood Leaders; Parent University Bus Program
Milledgeville Housing Authority	Community Engagement	Neighborhood Leaders; Support for Kindergarten Summer Transition Program

Twin Lake Library System	School “mobile library” visits; library visits; story time; parent programs	Expanding mobile library; visits to both primary schools; dedicated summer library time
Live Healthy Baldwin County	Walk to school day (we actually walk around the schools); programming about healthy eating and affordable food choices	
Baldwin Family Connection	Blessing Bags Uniform Drives	
Central Georgia Technical College	Adult Education; Leadership on BOD	Increase the number of adults receiving GED support services
Sandra Dunagan Deal Center for Early Language and Literacy	Professional development for teachers	Professional development for <i>Wraparound Baldwin</i> staff and parents through NL
Collins P. Lee Community Center	Community Engagement	
Georgia Power	Adult Education; Programs for classrooms on electricity and Water Safety; Leadership on BOD	

Ocmulgee Judicial Circuit Family Treatment Court		Adult Education for their parents (GED or post- secondary)
Exchange Bank	Adult Education – Financial Literacy programs for students and parents; Leadership on BOD	Expand outreach through Neighborhood Leaders and Parent University Bus Program
Flipper Channel AME	Community Engagement – After school homework help	
Milledgeville Main Street	Leadership on BOD	
Milledgeville-Baldwin County Chamber of Commerce	Adult Education	
Century Bank	Adult Education; Leadership on BOD	
River Edge Connect Clubhouse for Youth	After school program for students with emotional or behavior issues; Leadership on BOD	

### **III. Adequacy of Resources**

#### **A. Commitments of partners to the project**

Each consortium partner is deeply invested in *Wraparound Baldwin* and the opportunity to affect positive change for the Milledgeville community. Many of the partnerships within the consortium have long histories of working together. Georgia College and Baldwin County School District are constantly collaborating; GC provides professional development for teachers; BCSD provides placements for GC students; together, they have collaborated on multiple grant applications. For example, the Literacy for Georgia (L4GA) grant was just funded. CISMBC been working with the school system for nine years.

Though these partnerships have existed for many years, several organizations within the community were not part of the initial collaboration and therefore, continued to work and provide services on their own, which created several “silos” in our small community. During the past three years and through tremendous support and outreach from the BCSD Superintendent, Dr. Noris Price, the community organizations are working together which strengthens the services, allows for leveraging of resources, and enables services to be provided to more people. CISMBC’s extensive experience at coordinating services and leveraging partnerships makes them the ideal organization to lead the consortium in the WB effort. The goal is to continue the services each community organization currently provides and bring them into conversation with each other. This way, there will be a centralized way to organize and leverage existing resources, which will lead to impacting more students. All partners will identify a person on their staff to serve as the WB liaison. This person will serve on the WB Advisory Council and be the point of contact for the WB Program Coordinator, creating a streamlined system of communication.

CISMBC already has part-time Site Coordinators in both Lakeview Primary School and Midway Hills Primary School. These individuals have served on the School Leadership Teams, and thus have established positive relationships with principals, assistant principals, teachers, and other school staff. The part-time Site Coordinators and the full-time Site Coordinators will work side-by-side with the School Leadership Team to analyze data, assess program efficacy, and make necessary adjustments to meet the school’s specific needs.

Each partner is committed to expanding the services they provide into the targeted schools. They have agreed to provide training, attend quarterly Consortium Partner meetings, leverage their resources to support the program, work to secure additional partners, and cooperate with the evaluation process to provide continuous improvement throughout the project period. Consortium partners are contributing valuable resources, as outlined in the table below:

<b>Partner</b>	<b>Resource Contribution</b>
Georgia College	Office space for Communities in Schools Office Space for Program Coordinator 25% effort of CISMBC Executive Director Professional Development for Staff GIVE Center Volunteers
Communities In Schools of Milledgeville- Baldwin County	School Supplies and Uniform Drives AmeriCorps Tutors Existing CIS Tutoring Program Adult Education (Literacy For All and Dollar General grants)

Baldwin County School District	Staff support from School Principals (2.5%) Office space for Site Coordinators; Classroom space for tutoring services; Utilities and space for Summer Programs; Transportation for Summer Programs and parent engagement activities; Clinic space and utilities at ELC; support for Neighborhood Leaders Program; Parent University “mobile” Bus Program
Baldwin Family Connection	Blessing Bags Uniform Drives
Milledgeville Housing Authority	Space for Neighborhood Leader Events; staff support to promote WB activities and encourage participation
Collins P. Lee Community Center	Space for Neighborhood Leader Events
Central Georgia Technical College	GED Classes/expertise

A crucial element to the program’s sustainability is support from the community. Milledgeville Housing Authority’s willingness to provide space for events, as well as their outreach and support, curates connections with residents and builds trust that is invaluable to the future success of WB. We are confident in the sustainability of WB because of the level of commitment from the variety of partners supporting the endeavor. Throughout the grant period and after the grant ends, CIS will continue to leverage these partnerships and build new ones. It

will be expected that each of the partners would be able to make a donation for continuation of their part of the grant. As the project begins to show benefits to the community, we will request funding from the city of Milledgeville, an increase from Baldwin County Government, and funding from the Baldwin County Housing Authority. Showcasing the success and the impact on our entire community will help us solicit local business and individual partnerships and donations. It is our hope that the Baldwin County Board of Education will also find funding to support this program. We expect to write numerous grants and host a minimum of 1 community fundraiser.

**B. Extent to which costs are reasonable**

As outlined in our proposal, *Wraparound Baldwin* will coordinate several community resources and provide services for the students and families of the two primary schools in our community. All partners involved in the planning and delivery of services are deeply invested in our community and know that student success and progress in school is a key to the future growth of Milledgeville-Baldwin County, and ensuring students are able to read on grade level by the time they enter third grade is a crucial step in the process.

Through the two primary schools, community outreach, and the school based health clinic, WB will provide direct services to 1,300 students and 1,234 families. The budget to support program implementation and the delivery of services is adequate, and costs are reasonable in relation to the number served, equaling about \$197 per person. The program budget outlines both the expenses that will be supported with federal FSCS funding and the matching contributions from the consortium of partners for all five years of the grant period. In Year 1, over 21% of the requested budget will be used to help establish the school based health clinic. In order to deliver a quality program and meet the needs of our community, human

capital is essential. As evident in the detailed budget, the largest percentage (approximately 67%) of total grant funds requested will support the personnel responsible for coordinating and delivering *Wraparound Baldwin* services – working one on one with students, families, and community members to ensure they receive appropriate services and are connected to additional resources in relation to their needs. During the planning process, all forecasted expenses were thoughtfully considered and calculated to be in compliance with the federal guidelines provided in the Uniform Guidance and EDGAR, in addition to State of Georgia and University System of Georgia policies and procedures. When comparing the individual costs to the program goals, each can be directly connected to a specific objective.

Total forecasted program costs, supported with FSCS funding, is an average of approximately \$499,492/year, which is reasonable for a program that is coordinating and providing 11 services with support from 17 community partners. The partners are contributing an average of \$207,238 per year of in-kind support which is a matching contribution of over 41% of the federal funds requested.

#### **IV. Quality of the Management Plan**

##### **A. Description of Eligible Entity & Capacity of Eligible Entity to Effectively Deliver Services**

Communities in Schools of Milledgeville-Baldwin County, Inc. (CISMBC), an affiliate of Communities in Schools, Inc., is a local 501(c)(3) non-profit agency housed in Georgia College and started by community leaders to highlight and champion the importance of literacy and education investment as a strategy for long-term economic competitiveness. CISMBC has been

-serving the Milledgeville-Baldwin County community since 2009 with a primary mission of surrounding students with a community of support, empowering them to stay in school.

In September 2015, the CISMBC Board of Directors decided to contract with Georgia College to administer and manage the local office and implement the operations of the program, including fiscal management and all HR functions. Per a detailed Memorandum of Understanding (MOU), which is reviewed and renewed every three years, Georgia College hires and pays the CISMBC staff, helps recruit and coordinate volunteers, and coordinates the entire operation of the organization. In simple terms, CISMBC remains as a local non-profit in the community – keeping a Board of Directors, maintaining their 501(c)(3) status, keeping their own financials and bank accounts (which are audited annually), and remains an affiliate of the national Communities in Schools, Inc. However, as detailed in the approved MOU, Georgia College provides the infrastructure to manage operations, including staff hiring, payroll, and volunteers, for the CISMBC Board of Directors.

Georgia College, the institution of higher education in our consortium, has extensive experience in managing grants and coordinating partners, as well as faculty with expertise in a wide variety of disciplines who are invested in improving the community in which they reside. Additionally, the Sandra Dunagan Deal Center for Early Language and Literacy is housed on the Georgia College campus, which will be an invaluable resource for staff professional development and parent programming. The Deal Center’s mission is to improve early language and literacy skills for children (ages birth-8) by providing research-based professional development for organizations.

*Wraparound Baldwin* will be managed by the CISMBC Executive Director, Sandy Baxter, a full time Georgia College employee, with support of a full-time Program Coordinator

and two Site Coordinators, one in each school, to assist with program and partner coordination, delivery of services, and any modifications necessary throughout the project period. Advisory oversight will be provided by the WB Advisory Council, which will be comprised of representatives from the consortium of partners including, but not limited to, the CIS Board of Directors, Georgia College administrators, BCSD leadership, MHA, BFC, CGTC, and TLLS. The WB Advisory Council will meet quarterly to receive updates from the CISMBC Executive Director and the program coordinator. In order to ensure the project runs efficiently and effectively, a full-time program coordinator will be hired to oversee all program activities and coordinate partner activities. Each primary school will have a full-time site coordinator to oversee WB activities within their school, coordinate services for their students and parents, and assess and adjust school support plan as needed. Until the three, full-time, grant funded staff can be hired, a WB Implementation Team will be formed to assist the CISMBC Executive Director during the first 3 to 6 months of the project period. The Team will be responsible for the following: promoting the program to the community; finalizing the plans for all the programs and services which comprise WB; interviewing and hiring staff; and providing assistance so that WB is ready to start delivering services to the students and community on January 7, 2019.

The table below demonstrates CISMBC's scope of work and what has been accomplished with only part-time employees and volunteers. Over the course of 9 years, CIS went from serving a little over 200 students to serving **4,271** students in FY18. Of those students, **443** received comprehensive services including tutoring and mentoring.

CIS Facts	CIS FY18 Outcomes
<p><b>571</b> volunteers provided <b>4,497</b> hours of service, valued at <b>\$113,100</b>.</p>	<p><b>89.3%</b> of the students we served with tier 3 services were promoted to the next grade level.</p>
<p><b>3</b> AmeriCorps tutors provided 2,700 hours of service, valued at <b>\$67,905</b>.</p>	<p><b>75.4%</b> of our students that had a history of missing 10 or more days improved attendance.</p>
<p><b>17 part-time</b> paid staff members provided ongoing services and coordinated volunteer efforts in the schools.</p>	<p>Of our case-managed students with a history of suspensions, <b>70.4%</b> improved. And <b>72.8%</b> of those students with a C or below improved their grades.</p>
<p><b>260</b> adults enrolled in adult literacy programs. CISMBC provided <b>167</b> GED Scholarships.</p>	

**B. Key Personnel**

Outlined below are the key personnel who will be responsible for managing *Wraparound Baldwin*. The positions which will be support with FSCS grant funds will be filled by January 1, 2019. Curriculum Vita and detailed job descriptions of the new positions are included in the Appendices.

**Communities in Schools Executive Director – Sandy Baxter (25% effort–0% Salary)**

CIS Executive Director, Sandy Baxter, under guidance from consortium partners, will provide global oversight for the project and supervise the project coordinator and coordinate partner outreach to build sustainability. Ms. Baxter’s dedication to improving student’s educational experience, along with her success in building partnerships and securing grant funding is a huge part of what has led to CISMBC being able to grow and serve more students each year.

As Executive Director, Ms. Baxter is responsible for efficient running of all aspects of CISMBC from finances to programming. She oversees the coordination of provided services, carries out operational plans, and establishes and maintains partnerships with the school system, community partners, and media representatives. Additionally, she works on various grant applications to increase funding for CISMBC services in the schools.

Through Ms. Baxter’s 8 1/2 years with CISMBC, she has written and managed grants that have allowed the program to expand from one to six sites. As a partner with Georgia College, she has access to the Office of Grants and Sponsored Projects for guidance and support. Grants awarded to CISMBC in the past five years have had various focal points, but they all fall into the CIS Model for Student Success and/or the Certified Literate Community Program. (Specifics listed in table below). CISMBC is nationally accredited and annually audited by an outside auditor - both indicate that the program uses best practices. Many funders have given on numerous occasions because CISMBC’s requests are clear and the reporting is complete and on time.

<b>Program Title</b>	<b>Sponsor</b>	<b>Purpose</b>
CIS Model	Community Foundation	Support for CIS Model in Baldwin County Schools
Adult Education	Literacy For All Fund	Support for Adult Education Initiatives
Family Literacy	Dollar General Foundation	Programs for Parents/Caregivers, Children, and opportunities to learn together.
CIS Model	Georgia Power Foundation	Provide growth to provide more services for our children
Network Empowerment Initiative	CIS National	Provide growth income for affiliate

**Program Coordinator** (100% Effort & Salary)

The *Wraparound Baldwin* (WB) Program Coordinator will have responsibility for managing and coordinating the entire WB project to include, but not limited to, leading successful program operations, supervising staff, ensuring implementation and delivery of all services and activities, establishing and maintaining community partners through outreach, managing the budget, and establishing and monitoring goals. Reporting to the CISMBC

Executive Director, the Program Coordinator will interface, collaborate, and work closely with Site Coordinators, School Administrators, K-2 Teachers, WB partners, Neighborhood Leaders, tutors, students, parents, and community members to ensure a seamless program operation, inside each site and externally to all audiences. The Program Coordinator will meet with the CISMBC Executive Director daily from January-March, and weekly from March through the end of the program. Additionally, the Program Coordinator will meet weekly with the full-time Site Coordinators.

This person's major job responsibilities will include providing leadership for the development of the comprehensive program plan, holding regular meetings with WB staff and partners, conducting annual needs assessment, gathering data, and tracking progress of goals to ensure efficiency. Ideally, this candidate will have training and development experience, possess an understanding of early language and literacy programs and Georgia's specific language and literacy needs, as well as have strong communication and conflict resolution skills. Job requirements include a BA in Education or a related field and 3-5 years of experience in schools or program management.

**Site Coordinators** (100% effort & Salary)

Each primary school will have a full-time Site Coordinator dedicated to the services being provided to the children in their schools and assist with day-to-day operations of the program. Reporting to the WB Program Coordinator, the Site Coordinator will coordinate and facilitate instruction, activities, and events associated with the grant in their respective schools, including but not limited to: the implementation and delivery of all services and activities; the provision of appropriate community resources and individualized support to identified students and families; the screening, scheduling, and/or training of tutors, project partners, and volunteers;

regular communication and interaction with students, family members, school administrators, and grant related employees and volunteers. All Site Coordinators attend annual site coordinator training plus two additional professional development opportunities during each year. The Site Coordinators will meet weekly with the Program Coordinator and at least twice a year with the School Leadership Team.

The Site Coordinators will coordinate the services at their specific school including tutoring, volunteers, and any other services. Their placement at a school requires them to nurture relationships with school principals and teachers and become intimately familiar with their school's needs. They will serve as an integral member of the School Leadership Team, helping drive progress towards the school support plan. Due to the nature of job responsibilities, the Site Coordinator should have excellent interpersonal and organizational skills, understand and apply basic child development principles, and have knowledge of age-appropriate activities for children. The ideal candidate will have a BA or demonstrated relevant equivalent experience in a related field and 1-3 years of experience working with young children.

### **C. Timeline and Task Table**

Once funding decisions are made, the WB Implementation Team (comprised of the Executive Director, CIS support personnel, and a representative from each partner as needed) will begin the hiring process for a Program Coordinator and two full-time Site Coordinators. After these hires are made, the entire consortium will meet in order to get to know each other, prepare to work together, and address any implementation concerns. Each partner will be in charge of distributing the services they have agreed to in their MOU or Letter of Commitment; however, the consortium will remain in continuous collaboration about these processes. Consortium partners will then meet quarterly, though

those with representation on the CISMBC Board of Directors will receive monthly updates via CISMBC Board meetings. Below is an outlined table of tasks and target dates.

<b>Task</b>	<b>Responsible Party</b>	<b>Target Date</b>
Notify partners and form Implementation Team	Georgia College, CIS, and Baldwin County School District, Consortium	Oct. 1, 2018
Finalize point person for each partner	All partners	Oct. 2018
Review award terms and conditions, accept award, and setup grant account	Georgia College and CIS	Oct 2018
Review and post three full-time and 6 part-time positions – Program Coordinator and 2 Site Coordinators and 6 Tutors	Georgia College and CIS	Oct. 15, 2018
Prepare and post press release about grant; prepare promotion materials and media for outreach to community	Georgia College, CIS, and Baldwin County School District	Oct. 15, 2018
Recruit and hire Neighborhood Leaders	BCSD and MHA	Fall 2018
Clinic planning time (5 months)	GC School of Nursing (SoN), BCSD	Oct'18–Feb'19

Start reviewing applications and interviewing candidates	Implementation Team	Nov. 2018
Progress Report to Consortium Advisory Council	CIS ED and Implementation Team	Dec. 2018
Finalize offices and classrooms at each school and the ELC	CIS and BCSD	Dec. 2018
New hires target start date	Georgia College and CIS	Jan. 2, 2019
Training for new hires	CIS	Jan 2019
<i>Wraparound Baldwin</i> services begin	CIS, BCSD	Jan. 7, 2019
Hire clinic support staff	Georgia College	Jan – Feb 2019
Progress Report to Consortium	CIS ED, Program Coordinator, partners	At each partnership meeting
Clinic soft launch – 2 days per week	Georgia College, BCSD	March 2019
Begin Summer planning, identify teachers and support staff, plan curriculum and activities	BCSD, CIS, Georgia College	March annually
Begin identifying students for summer programs	BCSD, CIS, NL, MHA,	March annually
Focus Groups	Students, School Staff, Parents, Adult participants and Evaluator	Fall & Spring annually

Hire Summer staff; order summer supplies; finalize list of students for summer programming	Georgia College, CIS, and BCSD	April annually
Summer staff training (if applicable)	CIS	May annually
Deliver Summer Programs (2)	BCSD, CIS, Georgia College	June annually
Annual training	CIS	July annually
Debrief of summer programming	CIS ED, Program Coordinator, Teachers, Principals, Site Coordinators	July annually
Prepare for return of students		July annually
Clinic services increase to 3 days per week	College of Nursing and Nurse Practitioner	August 2020
Clinic services increase to 4 days per week	College of Nursing and Nurse Practitioner	August 2021
School Leadership Team Meetings	CIS, BCSD	Fall and Spring Annually
Evaluation	Project Evaluator	Ongoing and Annually

**V. Quality of Project Evaluation**

Effective evaluation of a project such as *Wraparound Baldwin* requires a multi-layer plan that examines not only the quality of implementation and progress towards outcomes but also provides formative feedback regarding the program activities and measures of progress towards

sustainability. Therefore, the evaluation plan has three components 1) Fidelity and Quality of program implementation and 2) Assessment of participant outcomes; and 3) Sustainability.

Evaluation in each of these areas incorporates a combination of qualitative and quantitative and are described below. Data from these components will provide valid and reliable implementation and outcome data for formative and summative feedback and detailed implementation information needed for replication in a variety of settings.

**Evaluation of Fidelity and Quality of program implementation** centers around three, broad evaluation questions: 1) To what extent was the program implemented as planned; what changes were made and why? and 2) What was the quality of program implementation and how did the quality of implementation affect participant outcomes? 3) To what extent did moderating factors outside the formal program structure affected program implementation and outcomes?

Implementation evaluation is based on the Conceptual Framework for Implementation Fidelity (Carroll et al, 2007) in which the fidelity of program implementation is examined in three areas of adherence to program plans: content of program activities, frequency and duration of activities, and dosage or levels of participation of target populations. The analysis of detailed implementation data in combination with outcome measures will allow the evaluation to examine the relationships between the implementation of program activities (e.g., Summer PUSH Program, CIS & SMART tutoring) and their effects on participant outcomes (e.g., readiness for kindergarten, Lexile scores). The evaluation also will monitor factors shown to moderate program implementation: complexity of program activities, facilitating strategies, quality of delivery, and participants' responsiveness. Data for implementation evaluation will be collected from document analyses, participant surveys, observation of program activities and follow up interviews or focus groups (e.g., parents/guardians, students, teachers).

Implementation area	Measure/Method	Schedule
1. Implemented as planned	Observations Teacher and Leader focus groups Implementation survey Document Analysis Attendance data	On-going Each semester Annually On-going On-going
2. Quality of program activities	Adult Participant/Surveys Parent/Guardian Surveys Teacher/Leader Surveys Observation Document Analysis Focus groups (student, teacher, adult participants)	Per event/series Annually Annually On-going On going 2/year
3. Moderating Factors (e.g., travel/transportation challenges or other barriers to participation)	Focus groups (student, teacher, adult participants) Annual Teacher/Leader Surveys Adult Participant/Surveys Parent/Guardian Surveys	2/year Annually Per event/series Annually

Implementation instruments (e.g., focus group/interview protocols, participant surveys) and document analysis tools will be developed by the evaluator in collaboration with program leadership. Data analyses for implementation evaluation are primarily descriptive and qualitative in nature. Implementation data will provide detailed descriptions of implementation across adult,

community, and K-2 components; changes in implementation and reasons for changes; and quality of implementation from surveys (descriptive statistics) and focus groups (constant, comparative analysis).

**Assessment of participant outcomes** focuses on outcomes related to the program’s three goal areas and associated objectives. Goals, objectives, measures and benchmark analyses are presented in the tables below. The significance and potential beneficiaries of these outcomes has been discussed in other sections of the proposal. The schedule for data collection is correlated with the overall project plan and timeline. Academic measures (e.g., kindergarten readiness, reading achievement) will be collected at the beginning (baseline) and end of the academic year. The Readiness Check of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) will be used to assess areas of readiness related to kindergarten preparedness. These include: demonstrates independence, follows rules and routines, plays with peers, uses senses, solves problems, communicates needs and thoughts, and uses fine motor control. This is a normed and validated measure used to measure readiness by the Georgia Department of Education. Reading ability is assessed using the Scholastic Reading Inventory. The SRI is administered by the Baldwin County School System and yields Lexile scores to determine adequate progress at elementary grade levels. Participation levels and utilization of services will be assessed using attendance data collected by the different initiatives (e.g., adult GED training, healthcare, CIS tutoring, participation in Neighborhood Leader events) and compared to the total number of targeted children or adults, or clinic capacity (number of available appointment slots).

Goal/Objective	Measures	Benchmark Analysis
<p><b>Goal 1:</b> Increase services through the consortium for students, families and community members</p>		

Goal/Objective	Measures	Benchmark Analysis
<ul style="list-style-type: none"> <li>○ Objective 1.1: 15% of students will receive comprehensive services from partners</li> </ul>	Enrollment in comprehensive services	Compared with 15% benchmark.  Disaggregated by grade level.
<ul style="list-style-type: none"> <li>○ Objective 1.2: 75% of clinic's capacity will be utilized by end of Year 2</li> </ul>	Records of clinic use	Compared with 75% benchmark for use of available appointment time slots
<b>Goal 2: Increase literacy by targeting K-2 students</b>		
<ul style="list-style-type: none"> <li>○ Objective 2.1: 25% of targeted SMART students will read on grade level by the end of the academic year</li> </ul>	Scholastic Reading Inventory (Grades 1-2), GKIDS- ELA section.	Compared with 25% benchmark.  Disaggregated by grade level.
<ul style="list-style-type: none"> <li>○ Objective 2.2 50% of participating rising K will be socially/emotionally prepared for Kindergarten</li> </ul>	GKIDS- Foundations of School Success section.	Compared with 50% benchmark.
<b>Goal 3: Increase parent engagement with teachers, administrators, and the school system</b>		
<ul style="list-style-type: none"> <li>○ Objective 3.1: 50% of eligible adults will access adult education services</li> </ul>	Enrollment in adult services	Compared with 50% benchmark.

Goal/Objective	Measures	Benchmark Analysis
<ul style="list-style-type: none"> <li>○ Objective 3.2: 15% of targeted parents/guardians will attend 1 Parent University and/or school event per academic year</li> </ul>	Attendance in events	Compared with 15% benchmark.
<ul style="list-style-type: none"> <li>○ Objective 3.3: Neighborhood Leaders will host 2 parent/community engagement events per month</li> </ul>	Calendars and agenda	Compared with 2/month benchmark
<ul style="list-style-type: none"> <li>○ Objective 3.4: 75% families of CIS case-managed students will attend 4 Neighborhood Leader-hosted events per academic year</li> </ul>	Attendance in events. Attendance database for CIS case-managed students	Compared with 75% benchmark.

**Sustainability Evaluation:** Weiss, Coffman, and Bohan-Baker recommend that “Evaluation practice should treat sustainability as an outcome, track its progress, and feedback regular information that can be used to ensure sustainability is on course, and if not, to point to opportunities for midcourse corrections.” These efforts to promote sustainability should not be limited to securing funding and should include progress toward maintaining core ideas, principles, beliefs, and values; and maintaining relationships. Based on these guidelines sustainability evaluation will focus on the following evaluation questions. To what extent has the program/institution: 1) Secured funding or other resources to sustain program activities? 2) Developed partnerships or collaborations that support program goals? 3) Established/modified

policies and practices that support program goals? Data will consist primarily of information collected through document analyses, interviews/focus groups, and surveys and be qualitative in nature.

**Reporting on Progress:** Evaluation findings will provide information necessary to report on the progress of WB towards achieving its goals/objectives and provide formative feedback for continuous program improvement. Formative feedback will be provided through: 1) quarterly meetings with project leaders to report on evaluation findings and make recommendations, and 2) end of the year meeting and report to share findings and discuss modifications to improve the program and/or the evaluation plan. Reports will address: 1) progress towards program objectives, 2) perceived effectiveness of interventions, 3) participation demographics, 4) factors affecting implementation, 5) use and effectiveness of support resources, 6) progress towards sustainability and 7) broader program impact and benefits. Also, the evaluator will work with program leadership to provide data requested for any funding agency or cross-site evaluations. Annual reports and a final summative report will be submitted at the end of funding.

**V. Wraparound Baldwin: Full Service Community Schools Priorities**

**Absolute Priority:** This program will serve Lakeview Primary and Midway Hills Primary Schools. Per correspondence from Superintendent Noris Price, all schools in the district are eligible.

We are applying for the following Competitive Priorities:

**Competitive Preference Priority 1—Rural Districts-Small and Rural or Rural and Low-Income.** Based in the FY17 RLIS eligible district list Baldwin County, Georgia is classified as Rural and Low-Income:

NCES LEA ID: 1300210	State ID: 605
RLIS Elig: RLIS	Final Program Cohort: RLIS
School Locale Codes: 32, 41	Defined as Rural by State: No
Locale codes of 32, 33, 41, 42, or 43: Yes	Pct children below 20% Pov: 33.93%
LEA met RLIS Low Income criteria: Yes	

**Competitive Preference Priority 2—Broadly Representative Consortiums.** Below is a listing of the Partners within the GC-CIS consortium that serves students and families at BCSD Schools and works to improve Baldwin County as a whole. Consortium partners include community partners, educational agencies, local businesses, institutions of higher education, faith organizations, mental health providers, and housing authorities, among others:

Georgia College & State University	Communities in Schools Milledgeville/Baldwin County
Baldwin County School District	Baldwin Family Connection
Milledgeville Housing Authority	Central Georgia Technical College
Twin Lake Library System	Center for Early Language and Literacy
Baldwin County Commission	Century Bank

Georgia Power

Ocmulgee Judicial Circuit Family Treatment Court

Live Healthy Baldwin

Milledgeville-Baldwin County Chamber of Commerce

Exchange Bank

Milledgeville Main Street

Rivers Edge Connect Clubhouse for Youth

### **Competitive Preference Priority 3—History of Effectiveness.**

Communities In Schools of Milledgeville-Baldwin County (CISMBC) is in its ninth year of operation. The organization was founded in 2009 by local community leaders who realized that a prepared, educated workforce was a critical ingredient to overall economic recovery and prosperity. CISMBC is managed and supported through a written agreement with Georgia College and is a nationally accredited affiliate and 501(c)3 non-profit. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.

Many local children face challenges both inside and outside the classroom. Through a school-based site coordinator, Communities In Schools strategically aligns and delivers needed resources that address both academic and nonacademic needs so that students can focus on learning. By leveraging relationships with local businesses, colleges, social service agencies, parent, and volunteer organizations, needed resources are delivered to students in a cost-effective manner.

CISMBC envisions a caring community where all students graduate and families have the literacy skills needed to: read to their children and discuss school topics; be employed full time and receive a higher income; use the internet and e-mail; vote, volunteer, and access information about current local and national events.

CISMBC has been instrumental in building partnerships that contribute to the advances that are being made in the school system. The impact has been a substantial increase in student programs, considerable growth in our volunteer numbers, and an increase in test scores. Baldwin County Schools Superintendent, Dr. Noris Price, is an active member of the Board of Directors and provides significant funding to the organization.

During strategic planning the CISMBC Board of Directors decided to start the program with the youngest of children in the school system and work with their parents. The intention was to “start young” to give students an even playing field as their school career began. The first site coordinator was placed in the Early Learning Center with Pre-K and Headstart students in FY10. The program expanded into one Elementary school in FY11 and added another in FY12. Two more part-time site coordinators were placed in the remaining two elementary schools in FY13, and then to the High School in FY14. Middle School was added FY17. This year CISMBC plans to expand to Georgia College/Early College. In nine years, CISMBC grew from serving a little over 200 students to presently serving **4,271** students, with **443** receiving comprehensive services, including tutoring and one-on-one mentoring. In 2017-18, the following milestones were reached:

**571** volunteers provided **4,497** hours of service, valued at **\$113,100**.

**3** AmeriCorps tutors provided 2,700 hours of service, valued at **\$67,905**.

**17 part-time** paid staff members provided ongoing services and coordinated volunteer efforts in the schools.

**260** adults enrolled in GED classes.

#### **Competitive Preference Priority 4—Evidence-Based Activities, Strategies, or Interventions.**

*Wraparound Baldwin* has chosen two evidence-based literacy interventions from the What Works Clearinghouse:

**Intervention One: Start Making a Reader Today® (SMART®):**<sup>13</sup> The SMART (Start Making a Reader Today) Program is an effective program based on evidence collected by the What Works Clearinghouse. The program includes tutoring twice weekly for 30 minute sessions in reading at schools where 40% or more students qualify for free and reduced lunch. Additionally, programs have part-time coordinators who are present during all operating program hours. WWC found effective gains in categories such as: fluency, alphabets and comprehension.

*Wraparound Baldwin* will implement a similar program of tutoring in all BCSD schools. Both Lakeview and Midway Hills Primary Schools will have full-time CIS site coordinators in charge of program operations. Both schools also have at least 84% of students qualifying for free and reduced lunch. FSCS funding will allow CIS to bolster tutoring services for students needing extra literacy tutoring, continuing this evidenced-based practice for even more students.

**Intervention Two: Book Giveaways:** One study<sup>14</sup> examined whether providing summer reading books to economically disadvantaged first- and second-grade students for three consecutive summers improved reading achievement. In the spring of the first year, 1st- and 2nd-graders in each school were randomly assigned to receive twelve self-selected summer reading

---

<sup>13</sup> [ies.ed.gov/ncee/wwc/InterventionReport/483](https://ies.ed.gov/ncee/wwc/InterventionReport/483)

<sup>14</sup> *Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students*. Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010).

books every year for three consecutive summers. Each spring, students in the summer reading group attended a book fair and were asked to select fifteen books from the 400 to 600 offered.

From these fifteen books, twelve were distributed to students in the summer reading group for free on the final day of school. The reported effect size of 0.14 is interpreted by the WWC as roughly equivalent to moving a student from the 50th percentile to the 56th percentile of reading achievement. In addition, the study found a statistically significant effect of summer reading among students who were the most economically disadvantaged, with an effect size of 0.21. *Wraparound Baldwin* will replicate the book giveaways to all students at the both sites.