

Wayne County Full Service Community Schools

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Lyons Central School District, LEA & Absolute Priority:

Sodus Central School District is the LEA for a proposal for a Full Service Community Schools program on behalf of a consortium of four school districts including Sodus itself as well as Clyde-Savannah, North Rose-Wolcott and Lyons Central School Districts. Each school district will target one school building. This work will be directly supported by the Wayne County Partnership for Strengthening Families—a multi-agency strategic planning, resource alignment collaborative that provides a vehicle for cross-sector cooperation. The district and partners assure services are focused on four buildings’ comprehensive school-wide program. **Our proposal responds to the Absolute Priority by placing full time Community School Coordinators in four school buildings in rural high-poverty settings.**

Table 1

| District | Grade Span | # of Students | Free & Reduced Lunch Rate | Combined Wealth Ratio |
|-----------------|------------|---------------|---------------------------|-----------------------|
| Lyons | 7-12 | 384 | 57% | .382 |
| Clyde-Savannah | 6-12 | 407 | 56% | .417 |
| N. Rose-Wolcott | 7-12 | 534 | 63% | .574 |
| *Sodus (LEA) | 7-12 | 466 | 68% | .547 |
| TOTAL | -- | 1791 | 61% | .480 |

As required, we will serve at least two high-poverty schools (four in total) and coordinate eight existing pipeline services; we will also offer nine new pipeline services, twelve beyond the required five total services.

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Competitive Priority Point Eligibility: ELIGIBLE for ALL competitive priority points:

Table 2

| Points | Priority Language | Verification |
|------------------|--|---|
| (0 or 2 points). | Competitive Preference Priority 1—Rural Districts-Small and Rural or Rural and Low-Income. |  |
| (0 or 1 point). | Competitive Preference Priority 2—Broadly Representative Consortiums. |  |
| (0 or 1 point). | Competitive Preference Priority 3—History of Effectiveness. |  |
| (0 or 5 points) | Competitive Preference Priority 4—Evidence-Based Activities, Strategies, or Interventions. |  |

2pts-Competitive preference priority “1” “Priority to applicants that include a LEA that is currently eligible under the Small Rural School Achievement program or the Rural and Low-Income School program authorized under Title VI.” **ELIGIBLE:** Lyons Central School District and Sodus Central School Districts are listed as Rural Low-Income Schools.

Table 3

| NCES LEA ID: | NYS ID: | School District Name: | Eligibility: | School Locale Codes: |
|--------------|--------------|-------------------------------|--------------|----------------------|
| 3627120 | NY-651201060 | SODUS CENTRAL SCHOOL DISTRICT | RLIS | 32, 41 |
| 3618030 | NY-650501040 | LYONS CENTRAL SCHOOL DISTRICT | RLIS | 32 |

1pt- Competitive preference priority “2” “The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders.”

ELIGIBLE: The Sodus Central School District applies on behalf of a consortium of four school districts and the Wayne County Partnership for Strengthening Families, a cross-sector community collaborative that has worked for the past seven years to foster cooperation and align resources for academic success, family supports and behavioral health needs. More than forty

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agencies and organizations attend five large group meetings a year; members participate in a work group for each of the primary focus areas (Academic Success, Family Supports and Behavioral Health). A current list of Partnership members & an MOU list is as follows (Table 4):

Table 4

| Wayne County Partnership for Strengthening Families Member Organizations: |
|--|
| 1. ARC Wayne |
| 2. Catholic Charities of Wayne County |
| 3. Child Care Council, Inc. |
| 4. Clyde-Savannah Central School District |
| 5. Cornell Cooperative Extension |
| 6. Council on Alcoholism and Addictions of the Finger Lakes |
| 7. Delphi Rise |
| 8. Evalumetrics Research |
| 9. Family Counseling Services of the Finger Lakes, Inc. |
| 10. Finger Lakes Community College |
| 11. Finger Lakes Community Health |
| 12. Finger Lakes Workforce Investment Board |
| 13. Gananda Central School District |
| 14. Literacy Volunteers of Wayne County |
| 15. Lyons Central School District |
| 16. Marion Central School District |
| 17. Monroe BOCES |
| 18. Newark Central School District |
| 19. North Rose-Wolcott Central School District |
| 20. Palmyra-Macedon Central School District |
| 21. Person Centered Services |
| 22. Pioneer Library System |
| 23. Real Life Counseling |
| 24. Red Creek Central School District |
| 25. Scarlet Thread Ministries |
| 26. Starbridge |
| 27. Sodus Central School District |
| 28. Victim Resource Center |
| 29. Wayne Action for Racial Equality |
| 30. Wayne Behavioral Health Network |
| 31. Wayne Central School District |
| 32. Wayne County Action Program |
| 33. Wayne County Board of Supervisors |
| 34. Wayne County Connection to Learning |
| 35. Wayne County Department of Aging and Youth |
| 36. Wayne County Department of Social Services |
| 37. Wayne County Public Health |

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38. Wayne County Rural Health Network
39. Wayne County Workforce Development
40. Wayne-Finger Lakes BOCES
41. Williamson Central School District
42. Youth Advocate Program

MOU Partners for this Proposal:

1. Lyons CSD (LEA)
 2. Clyde-Savannah CSD
 3. North Rose-Wolcott CSD
 4. Sodus CSD
- Service Providers:
5. Red Creek Community Center
 6. Lyons Community Center
 7. Literacy Volunteers of Wayne County
 8. Scarlet Thread Ministries
 9. Wayne County Action Program
 10. Wayne County Department of Aging & Youth
 11. Wayne County Department of Mental Health
 12. Wayne County Department of Public Health
 13. Wayne County Sheriff's Office
 14. Youth Advocate Program
- Technical Assistance:
15. Family Counseling Services of the Finger Lakes- FLRN (Trauma Informed)
 16. Wayne Action for Racial Equality (Implicit Bias/Equity)

1pt- Competitive preference priority “3” *“The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness.”*

ELIGIBLE: Sodus Central School District has served as the lead for effective and sustained initiatives, including:

Safe Schools Healthy Students: A decade ago, this five year project became a shaping force on Wayne County. The partnership between the Sodus Central School District, Department of Mental Health, Wayne County Sheriff's Office, Wayne County Action Program, Delphi Rise and other partners resulted in positive outcomes including increased graduation rates, reduced disciplinary referrals, increased attendance and improved school climate. Many of the initiatives launched during this project remain underway and impactful. The School Resource Officer

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program started in one district is now in seven, Satellite Mental Health Offices are now in every school district in our county, and the value of afterschool programs and intentional use of efforts like mentoring continue to be improved. During the past decade, increased poverty and further funding challenges have resulted in jilted progress—but in many cases measures like the number of students who use tobacco, teen pregnancy rates and alcohol abuse are headed in a positive direction—and the fact that these rates are intentionally monitored is another key outcome of this work. The SSHS grant represents the critical point when our schools began to truly look at data, systems and practices as a way to monitor progress outside of academic areas. This project challenged us to learn how to meet the needs of a child while we taught Math and ELA.

Project AWARE: The Department of Mental Health launched the training of MHFA and YMHF in Wayne County. Our school-focused Wayne County Project AWARE operated from 2014-2016 and focused on training people in Youth Mental Health First Aid (YMHF); since that project, this training has been inculcated into the practices of schools and agencies across the county. At least 80 agencies, churches, schools and organizations benefited from training. One project goal was to train at least 250 persons in Youth Mental Health First Aid. By the conclusion of the project, we trained 586 persons as First Aiders and also used AWARE funds to certify 12 instructors, for a total of 596 persons trained directly by Project AWARE. Figures kept by the Department of Mental Health place the number of trained individuals at over 2000 for the county as a whole. Training was accompanied by a local effort of the Wayne County Partnership for Strengthening Families to streamline referral literature and a one-page guidance document was produced to assist those trained in YMHF in their efforts to appropriately refer youth to professional help. A cadre of YMHF train-the-trainers remain active in our county, with five trainers also certified to teach Adult MHFA because of local efforts.

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21st Century Community Learning Centers: The Eastern Wayne County Consortium was recognized as a top performing site in Round 6 of the 21st CCLC funding; NYS Evaluators produced a report listing our programs as top performers; our consortium was in the top 10% of performers in a group of over 120 programs.¹ Jay Roscup, the Project Director for this proposal, was selected as an expert panelist and the sole representative for NYS to deliberate about changes for GPRA measures for the 21st CCLC grant in an online convening led by AIR. He also was selected to join a multi-state panel on Social Emotional Learning (SEL) for Out of School Time program; his expertise began to develop as the second Project Director of the **Sodus CSD led Safe Schools Healthy Students grant from 2009-2014**. The Core Management Team for the SSHS grant, concluding in 2014, transcended the funding period and became the **Wayne County Partnership for Strengthening Families**; a team of a dozen partners then has now more than tripled in size. This group organizes and aligns resources across the county, more than five years after funding concluded for one school district. This application is based upon the cooperative spirit developed during that time and that initiative led to more nuanced and particular networks like **Wayne County Maximizing Out of School Time (Wayne MOST)**. This network serves as the advisory board for the 21st CCLC grants (Round 7) and links out-of-school time programs to one another and to the community at large. Wayne MOST emphasizes Training, Advocacy and Networking. **These networks are signs of success.** Our initiatives have formed lasting collaborative groups that serve as living monuments to past projects and milestones marking our collective accomplishments.

5pts-Competitive preference priority “4”: *“An applicant must propose to carry out evidence-based activities, strategies or interventions that is based on information included in its*

¹ <http://www.p12.nysed.gov/sss/documents/ApprovedFourthFinal21CCLCSummativeReport2012-2017.pdf> pg 39

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application and are supported by promising evidence (as defined in this notice).” We will utilize three programs that fit this definition and we will use an evidenced based framework (PBIS) to house these pipeline programs.

PIPELINE PROGRAMS—PROMISING PRACTICES:

Table 5

| PROGRAM | WWC Intervention Report | WWC Practice Guide | Other Approved Study* | Citation: |
|-----------------|-------------------------|--------------------|-----------------------|--|
| Dual Enrollment | Yes | Yes | N/A | <p>Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. (2014). Early college, early success: Early College High School Initiative impact study. Washington, DC: American Institutes for Research.</p> <p>Berger, A., Cassidy, L., Ford, J., Garet, M., Haxton, C., Hoshen, G., ... Zeiser, K. (2013). Early college, early success: Early College High School Initiative impact study. Washington, DC: American Institutes for Research.</p> <p>Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). Smoothing the transition to postsecondary education: The impact of the Early College Model. Retrieved from the SERVE website: http://www.serve.org/</p> |
| Check & Connect | Yes | No | N/A | <p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, May). Dropout Prevention intervention report: Check & Connect. Retrieved from http://whatworks.ed.gov</p> <p>Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. <i>Exceptional Children</i>, 65(1), 7–21.</p> <p>Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check &</p> |

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| | | | | |
|---|-----|----|-----|---|
| | | | | Connect model. Australian Journal of Guidance and Counseling, 9(1), 169–184 |
| Functional Behavioral Assessment-based Interventions (Check In/Check Out & RENEW) | Yes | No | N/A | <p>Christensen, L., Young, K. R., & Marchant, M. (2004). The effects of a peer-mediated positive behavior support program on socially appropriate classroom behavior. <i>Education and Treatment of Children</i>, 27(3), 199–234.</p> <p>Hagan-Burke, S., Gilmour, M. W., Gerow, S., & Crowder, W. C. (2015). Identifying academic demands that occasion problem behaviors for students with behavioral disorders: Illustrations at the elementary school level. <i>Behavior Modification</i>, 39(1), 215–241.</p> <p>Hansen, B. D., Wills, H. P., Kamps, D. M., & Greenwood, C. R. (2014). The effects of function-based self-management interventions on student behavior. <i>Journal of Emotional and Behavioral Disorders</i>, 22(3), 149–159. doi:10.1177/1063426613476345</p> |

** experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias*

These pipeline services are evidenced based promising practices directly impacting our goals:

Table 6

| Goal Statements for Wayne County Full Service Community Schools | | |
|--|--|---|
| Goal: | Description: | Pipeline Service: |
| GOAL I: HEALTH & WELLNESS | Improve the health and wellness of our students and families | Organized by an Evidenced Based Framework (PBIS) |
| GOAL II: ATTACHMENT | Build attachment that creates trust & support | Check & Connect |
| GOAL III: SELF-REGULATION | Develop self-regulation skills for coping with stress | Functional Behavioral Assessment-based Interventions (Check In/Check Out & RENEW) |
| GOAL IV: COMPETENCY | Develop competencies in academics and areas of career and personal interest | Dual Enrollment |
| GOAL V: COLLABORATION | Strengthen collaboration to ensure a continuum of cohesive pipeline services | Organized by an Evidenced Based Framework (PBIS) |

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Evidenced Based Strategies: Additional evidence-based strategies and activities will be implemented in a fashion organized by the tiered support system. *The following practices meet the definition of a “Promising Practice” because they are supported by a high standard of research (experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias), demonstrate a positive effect related to a grant objective without any negative or potentially negative impact on grant outcomes. What Works Clearinghouse contains intervention reports on three of our pipeline programs.*

CHECK & CONNECT Check & Connect is based on the consistent monitoring of school performance by utilizing elements of mentoring, case management, and other supports. “Students enrolled in Check & Connect are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.”²

DUAL ENROLLMENT: This pipeline program allows high school students to take college courses and earn college credits. It supports college credit accumulation and future degree attainment in three ways. First, dual enrollment allows secondary students to experience college-level courses, preparing them for the social and academic expectations of college while still residing in the safe and supportive high school environment. Second, students who accumulate college credits early are more likely to complete a college degree. Third, dual enrollment programs often offer discounted or free tuition, which reduces the overall cost of the classes and may increase the number of low socioeconomic status students who can attend and complete

² U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, May). Dropout Prevention intervention report: Check & Connect. Retrieved from <http://whatworks.ed.gov>

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college. The WWC Intervention Report also found positive effects on completing high school and general academic achievement. There were no detrimental effects for this promising practice.³

FBA INTERVENTIONS: Functional Behavior Assessment interventions occur when an assessment identifies the purpose of a student’s problem behavior. The outcome data from the assessment is then used to identify and implement individualized interventions aimed at reducing problem behaviors and increasing positive behaviors. “FBA-based interventions can be used to address diverse problem behaviors, such as disruptive and off-task behaviors, noncompliance, and inappropriate social interactions.”⁴

RENEW: Rehabilitation, Empowerment, Natural Supports, Education, and Work is a school-to-career transition planning practice and individualized wraparound process for youth with emotional and behavioral challenges. With over 20 years of implementation history, RENEW is a model that focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has been successful in increasing high school completion, employment, and post-secondary education participation rates among highly vulnerable youth.⁵

Evidenced Based Framework: All our practices, including food pantries and art shows, will be considered through a tiered system lens. This evidenced based framework will house all of our programs and provide a system of continual improvement and outcome verification that will enhance the validity and replicability of any success.

³ U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <https://whatworks.ed.gov>

⁴ U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2016, December). Children Identified With or At Risk for an Emotional Disturbance topic area intervention report: Functional Behavioral Assessment-based Interventions. Retrieved from <http://whatworks.ed.gov>

⁵ Eber, L., Malloy, J. M., Rose, J., & Flamini, A. (2013). School-based wraparound for adolescents: The RENEW model for transition-aged youth with or at-risk of EBD. In H. Walker, F. Gresham, (Eds.), *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Applications in Schools* (pp. 378-393), NY: Guilford Press.

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Through this project, we will implement *Positive Behavior Interventions and Supports (PBIS)* in our schools and use that system to organize community resources. PBIS is a team-based tiered support framework that schools can implement to improve student behavior and outcomes and transform their approach to student discipline. Notably, one hallmark of PBIS is the implementation of evidence-based intervention practices, which are critical to its successful implementation. Evidence of the effectiveness of PBIS is well documented. As outlined in their analysis of PBIS (“School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance,” 2015), researchers Robert Horner and George Sugai noted that the implementation of PBIS has been formally evaluated in a number of descriptive, evaluation and experimental studies. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al. 2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012), improved organizational efficiency (Bradshaw et al. 2008, 2009), improved academic outcomes (Horner et al. 2009), improved perception of safety (Horner et al. 2009; Ross et al. 2012) and reduction in bullying (Ross and Horner 2009; Waasdorp et al. 2012). Additionally, research shows that implementation was associated with academic gains in Math for the majority of schools who implemented PBIS with fidelity (Muscott, et al., 2008). Finally, a meta-analysis conducted in 2011 showed that classroom time spent on social, emotional, and behavioral learning and self-management helped to significantly increase students’ academic performance, interpersonal success, emotional self-control and well-being, and behavioral skills and development (Durlak, et al., 2011).

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Scoring Criteria 1: Quality of the Project Design (up to 15 points).

The Wayne County Full Service Community Schools initiative is designed to continue to transform four high-needs rural schools in Wayne County, NY into mature Community Schools that generate equity and provide all students safe and supportive school environments. Students will experience success and find their pathway forward as a bridge to career and college is built with them cooperatively through partnership. Students, families, community organizations, government agencies and school districts will work towards common goals that address root causes of urgent concerns facing our young people. Sodus Central School District will serve as the LEA; consortium districts include Clyde-Savannah CSD, Newark CSD, North Rose-Wolcott CSD, and Lyons CSD. All consortium school districts are Title I recipients with a combined F/RL rate 61%.

Development of the Design: In 2012, Governor Cuomo launched a pilot competitive Community Schools grant; Lyons CSD (consortium member) was awarded one of these grants. Since that time, other area schools have found success in implementing Community Schools principles into their tiered-intervention systems. In 2016, Governor Andrew Cuomo designated schools serving high needs populations as Community Schools; as a result, our foundation aid was restructured to encourage cooperation with community agencies. Independently and cooperatively, our schools began to address specific elements of a Community Schools model including early childhood programming through pre-Kindergarten expansion grants and funding made available by New York State, afterschool programs through 21st Century Community Learning Centers grant funding (all of our schools are 21st CCLC sites) and the provision of mental health services and prevention services for our students. School Resource Officers are brought into schools not just as security guards or peace officers, but as mentors and educators

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and guides to the court, social services and emergency services systems. The introduction of a satellite mental health office into a school, the opportunity for a drug and alcohol counselor to provide prevention curriculum, conducting behavioral health screenings and bringing local professionals from the mental health field into our faculty meetings and conference days to train school staff are examples of Community Schools theory in action.

Our consortium believes that a Community School considers an “ ‘educational ecosystem’ and provides a broader framework for planning school reform initiatives and involves an approach to education that embraces the ‘whole child,’ taking into account the growing body of conceptual knowledge and research from the fields of education, sociology, psychology and neuropsychology, all of which underscores the complex nature of children’s growth and learning.”⁶ Schools must recognize that the systematic layers in place around young people will either benefit or harm them; taking time to intentionally design the environment is an often overlooked necessity for successful education.

This application continues our journey toward becoming Trauma Informed Community Schools driven by a Multi-Tiered System of Supports that co-locates community and school resources to provide a continuum of evidenced-based support. Our understanding of our need is informed by the ARC model from the National Child Traumatic Stress Network. ARC is a mnemonic for Attachment, Self-Regulation and Competency. Based on input from the **Trauma Learning Policy Institute** in Massachusetts we have **also included Health and Wellness** in our model for understanding the needs of our students. **Our goals are shaped around resilience.** We will systematically develop further cohesion to intentionally articulate comprehensive full service Community Schools that proactively address the urgencies of the local population.

⁶ Bronstein, Laura. Susan Mason & Jane Quinn. School-Linked Services: Promoting Equity for Children, Families, and Communities. New York: Columbia University Press. May, 2016.

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Table 7

| Goal Statements for Wayne County Full Service Community Schools | |
|--|--|
| GOAL I: HEALTH & WELLNESS | Improve the health and wellness of our students and families |
| GOAL II: ATTACHMENT | Build attachment that creates trust & support |
| GOAL III: SELF- REGULATION | Develop self-regulation skills for coping with stress |
| GOAL IV: COMPETENCY | Develop competencies in academics and areas of career and personal interest |
| GOAL V: COLLABORATION | Strengthen collaboration to ensure a continuum of cohesive pipeline services |

Our Community Schools will be trauma informed and culturally responsive with an understanding that equity for students of color and students with disabilities requires intentional effort because of the pervasive reality and disturbing persistence of implicit bias as well as the occurrences of racism and prejudice. Therefore, equity is included as part of the evaluation of the success of our program; we cannot achieve our goals without addressing inequity.

Additionally, New York State has initiated a massive overhaul of its approach to juvenile crime and delinquent behavior. New York was one of the last states in the union to have an age of criminal responsibility set at age sixteen. That has now changed and in our rural areas, our schools must help lead the adjustment for provision of restorative opportunities to young people in order to prevent them from engaging in escalating behaviors and to create pathways for a second chance when they do make a mistake. These large themes of juvenile justice reform, equity, trauma informed schools and the technical precision of a Multi-Tiered System of Supports are the shaping forces of the articulation of our Full Service Community Schools.

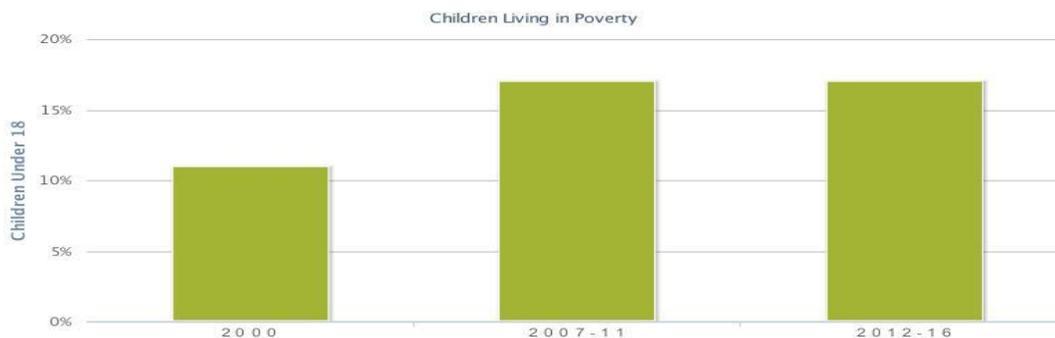
Demographics of the Population to be Served:

In general, our project schools are far more diverse than Wayne County as a whole, with some of our school buildings having 20% more students of color than the overall county population. Our younger generation is far more diverse, a trend that is likely to continue. This means that our

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young people face implicit bias and sometimes direct prejudice and systemic racism. Child poverty continues to increase in Wayne County and at a pace quicker than many other counties in our region. County figures show an escalation in poverty is reflected in the increase in free and reduced lunch rates we have seen in our schools. Our African American households are three times more likely to live below the poverty line, a rate that is worse than the national and state poverty rates for African Americans (Wayne County 31%, NYS 23%, 26% USA).⁷ It is important to note that our target districts are areas of higher need than is reflected in county averages, with our young people experiencing higher levels of need. Wayne County census figures show child poverty has increased by 50% in the last decade and child abuse and neglect is 25% higher here than the rest of the state.⁸

Table 8



In the spring and summer of 2018, for the fifth year, parents in Wayne County voluntarily completed a brief survey at the time they registered their child for Kindergarten. The survey was developed with input from Kindergarten teachers, school counselors and school administrators. A focus group of parents gave critical feedback on question wording and structure. Results of the survey indicated that compared to children in non-project schools, children entering

⁷ "ACT Rochester - Community Indicators for the Greater Rochester Area | An Initiative of Rochester Area Community Foundation." Children in Poverty | Data and Trends in Quality of Life for Greater Rochester Region, Center for Governmental Research, Inc, 2018, [www.actrochester.org/Wayne.ACT Rochester Data Site](http://www.actrochester.org/Wayne.ACT_Rochester_Data_Site)

⁸ Act Rochester

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Kindergarten in our project schools were less likely to engage in frequent family activity (52.5% vs. 68.0%); twice as likely to never travel farther than 20 miles from home (10.1% vs. 4.3%); more likely to have experienced two or more adverse childhood experiences (5.8% vs. 3.9%); nearly three times less likely to be read to on a daily basis (16.4% vs. 41.2%); less likely to have access to the internet in their home (80.8% vs. 90.2%); more likely that the highest level of education in their home is high school or less (22.4% vs. 6.6%); less likely that anyone in their household completed a 2 or 4 year degree (45.0% vs. 63.4%); less likely to have printed reading materials throughout their home (57.3% vs. 73.5%) and; are more likely to have parents who rarely read (20.1% vs. 11.4%).

The educational attainment of our population is significantly lower than the rest of the state; according to US Census only 21% of our residents earned a bachelor's degree or higher, compared to state and national averages (35% and 30%, respectively).⁹ Vital statistics show that our targeted schools have a teen birth rate of 40.9/1000, which exceeds 28.7 for New York (excluding NYC). The juvenile delinquent intake rate is 137/10,000 youths while the regional rate is 53/10,000 and the state rate is 51/10,000. There is anecdotal concern that implicit bias could be a factor in our higher juvenile justice rate.

Being college and career ready is unlikely for students who have had little or no exposure to those options. While our targeted schools encompass approximately 400 square miles, we have no national programs like YMCA's or Boys and Girls Clubs. There are no tutoring services for hire, no universities and no community colleges. Schools and farms are the largest employers. There are two small community centers that serve multi-district regions, but the relationships between the area schools in our proposal and these community centers are undeveloped. There are OCFS ADVANTAGE funded programs for K-5 students during the

⁹ ACT Rochester

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school year in only two of our four districts, but there is a waiting list and older students do not qualify. The current 21st CCLC programs are the only free programming for our older students and at this juncture they are not integrated well with career focus nor are they providing programming that meets the needs of our HS students. Our high school students are 4 times less likely to be regular attendees at our afterschool programs.

The lack of service availability and limited economic activity and career opportunity create additional complications for our young people as they pass through adolescence.

Alignment of Goals & Objectives & Outcomes to Needs:

The following data sets were considered when considering the needs of our population, choice of grades levels and schools and what pipeline services would align with student need:

- Trend data on NYS Exams (ELA/Math grades 3-8; NYS Regents grades 9-12)
- Absenteeism Data
- Graduation Data (Percentages & Type of Diploma)
- Fountas & Pinnel Reading Level Data
- Evalumetrics Youth Survey (Students Grade 6, 8, 10 & 12)
- Evalumetrics Parent Survey and Evalumetrics Staff Survey
- CAMI (Self-efficacy) Survey, (Grades 5 to 8)
- Wayne County Partnership Kindergarten Questionnaire
- Student Focus Groups (Enrichment, Safety & Career/Tech Groups)
- Parent Focus Groups (Enrichment, Safety & Career/Tech Groups)
- Staff Focus Groups (Enrichment, Safety & Career/Tech Groups)
- Student Career and Hobby Interest Survey
- Community Stakeholder Groups (The Partnership for Strengthening Families)
- Project Reports for School Climate Transformation (Multi-Tiered Systems of Support)
- Universal Pre-Kindergarten Progress Reports (program reports to NYS Education Dept)
- 21st Century Community Learning Center Project Evaluations
- Collaboration Survey Data

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These data were then organized into the ARC Framework for Trauma-Informed Schools with an additional lens for health and wellness (ARCH); systems needs were also considered for sustaining programmatic efforts designed to meet these needs. Trauma-Informed efforts are interwoven within every effort as the ACES (Adverse Childhood Experiences) data were determined to have correlation with literally every negative outcome. ACES scores are based on the accumulation of 10 specific experiences across the domains of abuse, neglect and family dysfunction. These experiences are typically traumatic and national studies have correlated lasting health outcomes to accumulation of ACES.¹⁰ Our local data replicates national studies.

Our primary planning tool remains the Evalumetrics Youth Survey (EYS), which includes 33 scales representing risk factors or protective factors. Each student is given a score on each scale that is then standardized to determine level of risk. Students who score at risk on two or more scales are at increased risk of developing problems such as substance abuse or behavioral health issues. Nearly nine of ten (88.8%) high school students who reported two or more ACES scored above the risk level on two or more risk factors. They were significantly more likely than those with ACES scores less than two to be at high risk (88.8% vs. 56.0%) ($\chi^2=206.15, p<.001$). High ACES students were nearly five times more likely to be at risk from Parental Attitudes Favorable to Antisocial Behavior (16.5% vs. 4.6%); four times more likely to be at risk from Family Conflict (21.4% vs. 5.4%); and nearly four times as likely to be at risk from Parental Attitudes Favorable to Drug Use (20.5% vs. 5.9%). Nearly half of high ACES students (49.8%) are at risk from Family History of Antisocial Behavior, three times more than other students.

¹⁰ Craig, Susan E., and Jane Ellen Stevens. *Trauma-Sensitive Schools: Learning Communities Transforming Childrens Lives, K-5*. Teachers College Press, 2016.

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Table 9

| ACES TWO OR MORE High Risk for Problem Behavior | | ACES<2 | | | |
|--|-------|------------------|-------|--------|-------|
| N= | 1237 | 650 | ratio | chi2 | p |
| Two or more Risk Factors | 56.0% | 88.8% | 1.58 | 206.15 | <.001 |

Several studies^{11, 12} of trauma-informed schools identified student perceptions of safety and comfort at school as indicators of a trauma-informed school environment. EYS results indicate that in project targeted high schools, students are twice as likely to score above the risk level on the scale Lack of Perceived Rewards for Positive Behavior at School (13.2% vs.6.2%). More than one in four (26.1%) project targeted middle school students with an ACES score greater than one and nearly one in four (23.4%) high school students with an ACES score greater than one reported not feeling safe in school. An important note in our data is that our countywide EYS Survey shows that both poverty as indicated by food insecurity and trauma were indicators of significant risk. Table 8 shows students impacted by trauma & poverty were most at risk:

Table 10

| RISK FACTOR/BEHAVIOR | ACES 2 OR MORE X = more likely | FOOD INSECURE X = more likely | BOTH X = more likely |
|----------------------------------|-----------------------------------|----------------------------------|-------------------------|
| Anti-social Behavior | 4.1X | 1.4X | 4.2X |
| Lack Attachment To Family | 3.4X | 3.4X | 5.3X |
| Plan Suicide | 6.6X | 3.7X | 9.8X |

¹¹ Janice Carello And Lisa D. Butler. Practicing What We Teach: Trauma-Informed Educational Practice. Journal of Teaching in Social Work, 35:262–278, 2015.

¹² Angelique G. Day, Cheryl L. Somers, Everly A. Baroni, Shantel D. West, Laura Sanders, And Cynthia D. Peterson. Evaluation of a Trauma-Informed School Intervention with Girls in a Residential Facility School: Student Perceptions of School Environment. Journal of Aggression, Maltreatment & Trauma, 24:1086–1105, 2015

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| | | | |
|--|-------------|--------------|-------------|
| Alcohol Use | 4.8X | 3.6X | 8.0X |
| Marijuana Use | 4.3X | 3.6X | 8.0X |
| Other Drugs (Opioids, Cocaine etc.) | 4.8X | 11.6X | 8.8X |

The target school population includes a significant number of students with two or more Adverse Childhood Experiences. Nearly one in seven (14.4%) middle school students in the target schools had an ACES score of two or more. Among high school students, more than one in four (25.4%) students in target high schools had ACES scores of two or more. Our population also consists of 18% minority students; in some schools there is a minority population of 28%. Our students of color are also impacted by inequity in achievement; they are also more frequently score at risk and are more frequently expelled from school. As part of a comprehensive review of our data, we examined disparity concerns in both our middle schools (Table 11) and our high schools (Table 12).

Disparities of Non-white Middle & High School Students

Table 11

| MIDDLE SCHOOL |
|--|
| Twice as likely to be suspended from school compared to white students |
| 65% more likely to skip school |
| Twice as likely to lack opportunities for pro-social involvement in school |
| Half as likely to not be involved in sports and clubs outside of class |
| Three times less likely to participate in the arts, such as theatre/music |

Table 12

| HIGH SCHOOL |
|--|
| More than twice (2.28) as likely to say they do NOT learn about STEM in school |
| Nearly twice (1.92) as likely to say they do not have chances to get involved in sports and/or clubs outside of the school day |

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| |
|--|
| Nearly twice as likely (1.89) to report being suspended from school, an exclusionary discipline which removes routine protections of school attachment |
|--|

| |
|---|
| 1.57 times more likely to be above the risk level on lack of commitment to school |
|---|

| |
|---|
| 2.6 times more likely to say they are not participating in arts/music/theatre/plays |
|---|

Comprehensive Description of Needs:

The comprehensive needs assessment is aligned to the structure of our goals and includes a review of need as required by the RFP and in accordance with our underlying Trauma Informed approach, which calls for us to remember that, *“Educators maximize children’s opportunities to succeed at school, despite the adversities they may have endured, by bolstering them in four key domains: strong relationships with adults and peers; the ability to self-regulate behaviors, emotions, and attention; success in academic and nonacademic areas; and physical and emotional health and well-being.”*¹³

Goal I: Health & Well-being

NEED: Mental and physical health are urgent concerns for our students. Results from the EYS indicate that one in 14 (6.9%) project target middle school student reported making a plan to commit suicide and nearly one in 20 (4.6%) attempted suicide one or more times in the past year. Among all high school students, nearly one in 10 (8.9%) made a plan for suicide and more than one in 20 (5.8%) attempted suicide. One in four (25.1%) high school students with two or more childhood traumas reported making a plan to commit suicide, more than five times as many students with ACES scores of one or zero. Students with ACES scores of two or more were nearly six times more likely to report one or more suicide attempt (16.5% vs. 2.8%) and were four times more likely (37.9% vs. 9.6%) to report cutting or burning themselves when upset.

¹³ Cole, Susan F., et al. *Helping Traumatized Children Learn*. Vol. 2, Massachusetts Advocates for Children, 2013. Pg 21.

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Table 13

| Risk Behaviors | ACES<2 | ACES2 or more |
|--|--------|------------------|
| N= | 1237 | 650 |
| In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes? | 25.3% | 62.6% |
| During the past 12 months attempt suicide? | 2.8% | 16.5% |
| Have you ever hurt or injured yourself by cutting or burning yourself when you were upset about something? | 9.6% | 37.9% |

Physical health is also impacted by trauma. Separate studies of the CDC’s 2011-2012

National Survey of Children’s Health (NSCH) found a positive correlation between adverse childhood experiences (ACES) and the risk of obesity. This survey differed from previous versions in that it utilized a new measure for adverse family experiences. In 2016, Heerman et al.’s review of the study data revealed that children with adverse experiences such as “neglect, poor living conditions, financial insecurity, single parents, and low cognitive stimulation are more likely to develop obesity starting in childhood and continuing into adulthood,” with the data suggesting that “cumulative exposure to ACES can increase the risk of obesity in children as early as age 5 years.” In children 10-17 years old, the review found an 80% higher risk of obesity among those who had experienced two or more adverse events compared to children with no ACES (after controlling for social determinants of health). Said the authors, “These data identify a startling pattern that suggests ACES in childhood are contributing to obesity early in life, which has the potential to contribute to the already damaging trend of children with obesity becoming adults with obesity. A study of the same data by Lynch et al. at the Mayo Clinic also found a positive correlation, and further elaborated that some types of adverse events are more strongly predictive of obesity risk. Specifically, death of a parent and hardship due to family income were both strongly predictive of obesity in children aged 10 years and older.

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The relationship between health status and academic achievement is well documented. Shaw, Gomes, Polotskaia, and Jankowska (2015) discussed the complex relationship between student health and academic success. Students with poor health have a higher probability of school failure, grade retention and dropout. Common manageable factors of student health are nutrition, maintaining healthy weight and physical fitness. A comprehensive literature review examined the relationships among school achievement and nutrition, maintaining healthy weight and physical fitness. An extensive literature review by the Centers for Disease Control and Prevention (CDC) documented the association between school-based physical activity and academic performance (CDC, 2010). The EYS used the identical question used in national surveys and utilizing that national criteria the table shows that 16.1% of project target high school students reported no days of activity. More than two-thirds (64.8%) of students targeted through this project are likely to be active on fewer than five days, higher than either the state or national averages (compared to state (58.2% and 51.4% respectively). One in ten (10%) of project target high school students reported eating no vegetables in the past seven days, considerably more than the US average of 6.7%. Conversely, 16.2% of project target high school students **reported drinking three or more sodas per day** in the past seven days, significantly above the state and national averages (5.0% and 7.1% respectively).

Other health-related data also confirm a need for the proposed intervention. Obesity rates are high in Wayne County, with 69.7% of adults and 36.3% of children classified as either overweight or obese. This puts Wayne County children in the highest quartile for overweight/obesity in the overall county rankings. Unfortunately, the percentage of residents with “adequate access to locations for physical activity” is 26% lower than the New York State average, at just 65% (RWJF County Health Rankings). In conjunction with poorer access to

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physical activity, Wayne County has higher rates of smoking and obesity than New York State overall illustrating the need for our **Goal I: Improve the health and wellness of our students and families.** Schools must help students shape health habits; we can use our Multi-Tiered System of Supports to encourage health diets and active life styles; for example: offer better nutrition supports to every student and specific support (food pantry) to high need families.

Table 14

| GOAL I: Improve the health and wellness of our students and families (2019-2024) | | |
|---|--|--|
| <i>Objective/ Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objective I-1</i> | <i>Increase the number of families and young people who have access to trauma-informed behavioral health intervention services by 30% by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome I-1-1 | Decrease the proportion of young people who report being depressed by 20% by September 2024. | EYS |
| Outcome I-1-2 | Decrease the proportion of young people that self-report plans for suicide by 25% by September 2024. | EYS |
| Outcome I-1-3 | Decrease the proportion of people who report self-injury (cutting or burning) by 25% by September 2024. | EYS |
| <i>Objective I-2</i> | <i>50% of families and students in target communities will have access to and utilize diet and exercise information and facilities by 30% by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available resources and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome I-2-1 | Decrease the proportion of young people who report being physically inactive (did not exercise in past week) by 30% by 2024. | EYS |

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| | | |
|---------------|---|--|
| Outcome I-2-2 | Increase the proportion of young people who report eating fruits and vegetables four or more days/week by 25% by 2024 | EYS |
| Outcome I-2-3 | Decrease the proportion of young people identified as obese (based on BMI) by 20%. | BMI and other Fitness-gram measures recorded by schools. |

Goal II: Attachment

Needs: *Helping Traumatized Children Learn* explains that, “In a nurturing home, in which children have stable attachments to adults and are treated with physical and emotional respect, generally instills a fundamentally affirmative self-image and view of the world as benevolent. Positive expectations tend to lead to the belief that others will appreciate our strength, people are essentially decent, and that there is a reason to be optimistic about the future.” When this support is missing, the very world view of young people is misshapen, one in which typical noises and experiences can become triggers for memories of abuse, neglect or dysfunction. Results from the 2017 EYS provide insight into the status of our students in regards to the need for a Community School model that hosts desperately needed trauma-informed education and interventions. Students with ACES scores of two or more were also more likely to score at risk levels on virtually all risk and protective factors—especially factors related to attachment. These include perceived lack of opportunity for prosocial involvement in school, family and community. Nearly one in five (18.8%) had a “lack of opportunity for pro-social involvement in school as a risk factor,” a rate more than 1.5 times greater than students without trauma. Among middle school students, 19.0% were at risk from lack of neighborhood attachment and 22.7% perceived a significant lack of opportunity for positive involvement in their community. Among high school students, those percentages increased to 27.3% at risk from lack of neighborhood attachment and 31.3% perceived a significant lack of opportunity for positive involvement in their community. As our students grow up, they feel less connected and less involved with both

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their community and their schools. Results of the 2017 Evalumetrics Youth Survey showed us that disengagement from school increases with age, as do the risk factors.

A review of school discipline records indicated that non-white and students with disabilities (SWDs) were more at risk for more exclusionary discipline (e.g. suspension), which removes routine protections and further disrupts possibilities for positive school attachment. SWDs are up to four times more likely to receive an Office Disciplinary Referral (ODR) and African American students receive ODRs up to five times more often than white peers. Student responses on the EYS echoed discipline data. Non-white middle and high school students reported being suspended from school at a rate more than twice the rate for white students. These self-report figures are consistent with suspension data provided by the schools. More than one in five (21.3%) non-white high school students in our schools reported skipping school two or more days in the past month. That is nearly twice the rate for white students. Non-white students were more than twice as likely to say they lacked opportunities to learn about STEM. Non-white students were also more likely to report being depressed, considering suicide, attempting suicide and cutting or injuring themselves when they were upset. They were also more than three times more likely to say they had driven a car after drinking alcohol or using a drug. Our students of color engage more frequently in externalizing and internalizing risky behaviors and our exclusionary discipline policies worsen their chances for success, destroy trust, impede the development of a positive vision of the future and become fuel for stereotype and implicit bias.

Table 15

| GOAL II: Attachment- Build attachment that creates trust & support | | |
|---|---|--|
| <i>Objective/ Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objectives II-1</i> | <i>All schools will implement the PBIS Framework with fidelity score >80%.</i> | <i>Tiered Fidelity Inventory, Self-report of perceptions and</i> |

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| | | |
|----------------|---|--|
| | | <i>utilization from teacher/staff surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome II-1-1 | Reduce the proportion of young people that report they would not ask anyone for help for a personal problem by 40% by 2024. | EYS |
| Outcome II-1-2 | Increase the number of young people who report attachment to school by 30% by 2024. | EYS |
| Outcome II-1-3 | Increase the number of young people who report attachment to their family by 20% by 2024. | EYS |
| Outcome II-1-4 | Reduce the proportion of students who have Chronic Absenteeism by 20% by 2024. | School Tool (School record systems) |

Goal III: Self-Regulation

Needs: While exclusionary discipline disrupts attachment, it also fails to instill the necessary self-regulatory skills that students need for success at school and in the future. “Difficulty regulating emotion can lead to a host of problems in and out of school. These potential difficulties include poor impulse control, aggression against the self and/or others, trouble interpreting emotional signals, chronic uncertainty about the reliability of other people and a lack of a predictable sense of self.”¹⁴

Drug Abuse: Our young people too often view drugs as a safe way to assist them in managing their loneliness, anxiety or depression. They may also utilize drugs as a way to connect with peers—and they are more likely to do so when they do not understand the risks. The 2017 Evalumetrics Youth Survey results indicate that more than half (51.3%) of target school 12th graders have used alcohol at some time in their life. More than four in ten (44.2%) used alcohol in the past year and one in four (25.7%) drank in the month prior to the survey. Among 10th graders, more than one in three (35.5%) drank alcohol at least once, while 31.6% drank in the past year and 13.8% drank in the past month. More than one in four (29.6%) 12th

¹⁴ Cole, Susan F., et al. *Helping Traumatized Children Learn*. Vol. 1, Massachusetts Advocates for Children, 2013. pg 30.

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grader reported smoking cigarettes at some time in their life, while 15.5% smoked in the past year and one in ten (9.6%) smoked in the past month. Four in ten (39.7%) 12th graders had smoked marijuana at some time in their life; one in three (32.5%) smoked pot in the past year and one in five (20.3%) smoked in the past month. Table 14 shows that fewer than one in 20 (4.0%) middle school students used any substance in the past 30 days but more than one in four (27.1%) high school students used some substance in the 30 days prior to the survey.

Table 16

| Recent Use of Any Substance | Project Target (EYS) | |
|---|-----------------------------|--------------------|
| | Middle School | High School |
| In the past 30 days did you use alcohol, tobacco, marijuana or any other drug? | | |
| Any substance (ATOD) | 4.0% | 27.1% |

As students move from middle school to high school, there is an increase in risk factors, a decrease in protective factors and a failure to address root cause that results in this dramatic increase in risky behavior. We must expand the opportunities we have built for our Middle School students through community partnerships into the High School.

A major predictor of substance use is a lack of perception that use will cause harm (see table 15). More than one in three (38.1%) high school students in the target schools see little or no potential harm from drinking alcohol. Nearly one in five (18.1%) see no harm from drinking one or two drinks every day and one in five (19.8%) see little or no harm in binge drinking once or twice a week. One in three (32.6%) see little or no harm from trying marijuana and nearly one in five (18.9%) see little or no harm in smoking marijuana once or twice a week, but young people have been bombarded by information about the harm from cigarettes and drunk driving. This is evident in the results showing only 12.2% who do not perceive harm from cigarettes and fewer than one in 10 (7.7%) who said they don't believe driving after drinking is potentially

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harmful. Addressing perceived risk is an identified need for our target schools and supports from the community have been a recent and significant support in the schools efforts to organize a response to the opiate epidemic. When students do not perceive risk, they use these substances as coping mechanisms and links to underlying needs to build student capacity for self-regulation.

Table 17

| Project Target Middle & High School Students | MIDDLE SCHOOL | | HIGH SCHOOL | |
|---|---------------|---------------------|---------------|---------------------|
| | Moderate Risk | Great Risk | Moderate Risk | Great Risk |
| How much do you think people risk harming themselves physically or in other ways if they? | | | | |
| smoke one or more packs of cigarettes per day? | 11.7% | 76.3% | 14.2% | 73.6% |
| smoke marijuana once or twice a week? | 22.2% | <u>58.9%</u> | 20.0% | <u>27.1%</u> |
| drink any alcohol (beer, wine or hard liquor)? | 24.1% | <u>37.8%</u> | 22.8% | <u>20.4%</u> |
| have five or more drinks of alcoholic beverage once or twice a week? | 2.3% | <u>77.9%</u> | 25.4% | <u>57.1%</u> |
| Use illegal drugs such as heroin or cocaine? | 7.8% | 89.2% | 7.7% | 83.8% |
| use prescription drugs that are not prescribed? | 15.8% | 70.8% | 19.2% | 69.9% |
| drive a motor vehicle after drinking any alcohol? | 8.2% | 80.8% | 7.5% | 84.8% |
| use E-cigarettes or other vaporized tobacco products? | 27.0% | <u>44.3%</u> | 25.5% | <u>23.9%</u> |

Two self-regulation factors from the EYS that predict substance use are sensation seeking and rebelliousness. One of four (25.1%) 12th grader scored above the risk level on the sensation seeking scale. These students were 2.5 times more likely to report alcohol use in the past 30 days and 3.4 times more likely to have smoked marijuana. One in seven (14.5%) senior scored at risk for rebelliousness. These students were 2.5 times more likely to drink and 3 times more likely to use marijuana.

Results from the 2017 Evalumetrics Youth Survey support the relationship between ACES scores and substance use by Wayne County students. High school students with two or more traumas (ACES>1) were more than three times more likely to report smoking cigarettes

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(13.0% vs. 4.1%); more than twice as likely to drink alcohol (31.5% vs.15.3%); twice as likely to report binge drinking (five or more drinks on a single occasion) (15.6% vs. 6.6%); and twice as likely to use marijuana (31.5% vs, 15.3%). High school students with two or more traumas were more than four times as likely (5.5% vs.1.3%) to report using drugs other than alcohol, tobacco or marijuana. In order to address these concerns, we will structure activities around self-regulation and improved outcomes in this area are encompassed by our third goal.

Table 18

| GOAL III: Self-Regulation- Develop self-regulation skills for coping with stress | | |
|---|--|--|
| <i>Objective/ Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objectives III-1</i> | <i>50% of families and young people in target communities will have access to relationship and personal growth programs by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome III-1-1 | Reduce the proportion of students with Office Disciplinary Referrals by 25% by 2024. | School Tool (school record system) |
| Outcome III-1-2 | Reduce the proportion of students with Out of School Suspensions by 25% by September 2024. | School Tool (school record system) |
| Outcome III-1-3 | Reduce the proportion of young people at-risk for sensation seeking by 15% by 2024. | EYS |
| Outcome III-1-4 | Reduce the proportion of young people at risk from rebelliousness by 15% by 2024. | EYS |
| Outcome III-1-5 | Reduce the proportion of young people at risk from impulsiveness by 15% by 2024. | EYS |
| Outcome III-1-6 | Reduce the number of juvenile offenses by 20% by 2024. | Local criminal record system |
| <i>Objective III-2</i> | <i>All young people will be exposed to evidence-based substance abuse prevention programs by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcome III-2-1 | Decrease the proportion of young people that self-report the use of any drug by 30% by | EYS |

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| | | |
|-----------------|--|-----|
| | 2024. | |
| Outcome III-2-2 | Increase the proportion of young people who perceive significant harm from substance use by 25% by 2024. | EYS |
| Outcome III-2-3 | Decrease the proportion of students with two or more risk factors by 20% by 2024. | EYS |

Goal IV: Competency (Academic & Non-Academic)

Needs (Academic): Academic achievement in our schools remains poor. An 80% failure rate is typical for our schools on any given NYS ELA or Math 3-8 exam.

Table 19

| Percentage of Students in SSAE schools Scoring Level 3-4 on NYS 2017 Assessments Compared to Regional BOCES and Statewide | | | | | | |
|--|-------------------------|--------------------|--------------|-------------------------|--------------------|--------------|
| 3-8 TESTS | Math Scores | | | ELA Scores | | |
| Grade: | % Target Schools | % Regional Schools | % State wide | % Target Schools | % Regional Schools | % State wide |
| 3 | 31% | 46% | 48% | 24% | 35% | 43% |
| 4 | 27% | 41% | 43% | 22% | 34% | 41% |
| 5 | 24% | 42% | 43% | 17% | 29% | 35% |
| 6 | 21% | 42% | 40% | 19% | 29% | 32% |
| 7 | 22% | 38% | 39% | 26% | 38% | 42% |
| 8 | 10% | 15% | 22% | 30% | 39% | 46% |

On every single measure, our proficiency rates are the lowest of our region and trail behind the NYS averages on 3-8 Math and ELA tests. There is also a devastating achievement gap for our Black and Hispanic students. Academically, they are disproportionately represented in the percentage of students who fail to make proficiency on the NYS Math assessments. While 29% of our White students are proficient in the 3-8 Math assessments, only 13% of our Students of Color are considered proficient. This exacerbates the struggle to build foundational skills and contributes to the achievement gap that exists between them and their white peers. Unfortunately many of our secondary students underperformed as well. The percentage of students passing the 2017 Common Core ELA was as low as 57% and as high as 77%. The 2017

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Common Core Algebra performance was worse at a range of 27% to a high of 57% among the districts. Unsuccessful students in these courses face an uphill battle to be eligible to participate in dual credit coursework and accelerated learning opportunities for college and career opportunities. Equity remains an issue as is indicated by our math results on Algebra exams.

Table 20

| | Level 4 - Proficient (80-84%) | Level - 5 Highly Proficient (85-100%) |
|-----------------------|-------------------------------|---------------------------------------|
| Total Cohort of Grant | 38% | 11% |
| White Students | 43% | 13% |
| Students of Color | 27% | 4% |

Self-Efficacy: In the fall of 2018, students completed the Control, Agency and Means-ends Interview (CAMI) as part of an effort to establish baseline data for programs that promote self-efficacy. Self-efficacy is the belief that one's actions and efforts can result in accomplishment. It is closely related to an internal locus of control and is a predictor of greater personal, social and academic growth. As such, self-efficacy was selected as a critical intervening variable to measure and to be used by schools in planning and implementing programs intended to promote resilience. One in three (33.2%) of 5th-8th grade students in project schools were at risk from lack of control belief, that is, the perception that one has significant control on the outcomes in one's life. More than one in three (33.9%) also lacked a belief that efforts are the means to desired ends. More than one in four (29.1%) lack the belief that they have the ability (agency) to control ends or outcomes. In a needs-assessment interview, one student was quoted as saying, "We are from Lyons; don't dream too big." Our students do not equate effort with success and have not envisioned positive futures for themselves.

Needs (Non-Academic): A 2017 Career and Hobby Interest Survey of 355 students in grades 6-8 revealed that the career cluster of most interest to them is Arts & Humanities with

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Engineering as a close second. When over 50% of students are asking for the arts and only a quarter of students say they have participated in the arts, it is clear our schools need to provide more access and more resources. Results of the EYS also revealed that disengagement from school increases with age and so do other risk factors. The data below reveal that students who are engaged in extracurricular activities and the arts were less at risk of academic failure and poor behavior and social skills. Risk Factors Related to Competency are found in table 21:

Table 21

| Risk Factors Related to Competency: |
|---|
| 17.5% middle school students reported seldom or never trying their best in school. <i>This is 1.7 x more than students engaged in extra-curricular activities</i> |
| 57.1% of high school students say the school does not let parents know when they do something well. |
| 47.4% of high school students say their teachers do not praise them for hard work. |
| 40.0% of high school students say things they are learning will not be important later in life |
| 36.7% of high school reported they can NOT learn about jobs & careers |
| 42.0% of high school students reported they hate being in school. |
| 31.3% of high school students are at risk from perceived lack of opportunity for prosocial involvement in the community |
| Nearly 25% of middle and high school students reported they do not participate in any extracurricular activities |

As educators, we understand this is not solely an academic challenge. Students within our collaborative demonstrate low self-efficacy scores related to agency.¹⁵ That is, over 30% of our students feel as if their decisions do not affect the outcomes in their lives. This can affect decisions as simple as completing a homework assignment, to something as serious as drug and alcohol use or promiscuity. The ability to achieve academic gains is dubious at best when a student does not believe anything they do will impact how life turns out for them.

¹⁵ 2017 *Control, Agency and Means-ends Interview (CAMI)* established a baseline data for programs that promote self-efficacy. Evalumetrics.

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In contrast, students who reported involvement in extracurricular activities demonstrated measurably more positive responses. Developing an interest and a competency in a non-academic area promotes attachment and builds self-regulation; these positive indicators show in a limited manner how **protective factors quickly build on one another**. The introduction of one protective factor—like attachment—during a mentoring program could lead to an interest—like tying fishing flies or playing chess—that could lead to a sense of competency; the development of competency requires executive function and goal setting building self-efficacy and self-regulation. Opportunities to develop competencies that are not traditionally offered during the school day can transform the risk factors above into the positive outcomes in table 22.

Table 22

| Local Positive Outcomes from Students Involved in Enrichment |
|---|
| Only one-quarter (middle school) and half (high school) as likely to skip school. |
| Nearly five times (middle school) less likely to report that they hated being in school. |
| Two times (1.99) more commitment to school. |
| Almost six times (5.84) less likely to be a risk level for anti-social behavior. |
| Only half as likely to have been suspended (high school). |
| Half as likely to be at risk from attitudes that favor antisocial behavior (high school). |
| Half as likely to have interaction with antisocial peers (high school). |

There exists an additional gap for non-white students in this area, as well. The EYS survey confirms that by the time they reach high school, our non-white students say they are twice as likely to skip school, to feel as if they do not have a chance to get involved in extracurricular activities and do not have an opportunity to learn about STEM. In short, the more often students are told that they are failures, e.g., by receiving ones and twos on the NYS tests and failing grades in their classes, the more likely they are to feel a sense of learned helplessness. *Better coordination of non-academic areas of interest and pathways that lead to*

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careers can lead to hope for the future for our young people. But to do that, they will need carefully organized community schools with the ability to meet their comprehensive needs; therefore our fourth goal takes **academic competences and non-academic competencies** into account when considering how to align our goals to the needs of our population.

Table 23

| GOAL IV: Competence: Develop competencies in academics and areas of career and personal interest | | |
|---|---|--|
| <i>Objective/ Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objective IV-1</i> | <i>All students will have access to academic enhancement programs including arts and extra-curricular activities by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcome IV-1-1 | The proportion of students scoring at or above the mastery level on ELA will increase by 25% by 2024. | School Tool (school record system) |
| Outcome IV-1-2 | The proportion of students scoring at or above the mastery level on Math will increase by 25% by 2024. | School Tool (school record system) |
| <i>Objective IV-2</i> | <i>All students will be exposed to strategies that enhance self-efficacy by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcomes IV-2-1 | The proportion of students demonstrating a significant lack of self-efficacy will decrease by 30% by 2024. | Control Attribute Means-ends Inventory (CAMI). |

Goal V: Collaboration—Building Comprehensive & Cohesive Community Schools

NEED: One of our most recognized existing pipeline services is our 21st CCLC program; every year the program uses the Quality Self-Assessment tool at least twice to identify areas for growth. The lowest scoring items indicated a lack of cohesion that is a systematic concern across our rural county. Only 45% of respondents felt that the program “*Negotiate optimal use of school, CBO, and community resources to best meet the needs of participants and*

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their families.” Less than half of respondents felt that the program *“Is represented in local schools’ planning efforts.”* The majority (86%) of respondents felt that our 21st CCLC Program *“Promoted teamwork and respect for others,”* and so there are positive dynamics within programs that are working alongside one another—but the cohesion between programs is lacking. The Evalumetrics Collaboration Survey in 2017 indicated that, while many community partners perceive that they collaborate on planning and evaluation, few have reached full collaboration of strategy implementation, resource allocation or shared training. As a community, we have developed strong partnerships—it is time to start working together more intentionally towards common measurable goals. Co-location is no longer sufficient and our capacity for impact will not expand until our collaborative efforts are focused on implementation by the leadership of our schools. “A healthy full-service community school is one that grows out of a collaborative community effort. Thus, it involves a model of ‘cross-boundary leadership,’ whereby leaders from all groups associated with the community school ‘share responsibility for student and school performance... and work collectively toward common outcomes’”¹⁶ While our partnership has over 40 members and we have identified common goals and are very pleased with our efforts to date, we need guidance and technical support to begin to better direct our efforts towards populations in our community that are underserved. We will not reduce poverty in our community until we better serve persons of color. We will not improve graduation rates until we assist young people more specifically with their academic needs outside of school or assist them in finding a personal goal that shows the relevance of school

¹⁶ Page 49 School-Community

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Table 24

| GOAL V: Collaboration: Strengthen collaboration to ensure a continuum of cohesive pipeline services | | |
|--|---|--|
| <i>Objective/ Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| Objectives V-1 | <i>Increase collaboration among schools and community organizations by 60% by 2024.</i> | Process/output data collected and reported by schools and community partner organizations. Quality Self-Assessment (QSA) Evalumetrics Collaboration Survey |
| Objective V-2 | <i>At least 12 community organizations will provide pipeline services coordinated with all project schools (currently four organizations provide fully coordinated services).</i> | Process/output data collected and reported by schools and community partner organizations. Evalumetrics Collaboration Survey |
| Outcome V-2-1 | Attachment to community will increase by 30% by 2024. | EYS |
| Outcome V-2-2 | Perceived opportunity for positive involvement in the community will increase by 35% by 2024. | EYS |
| Outcome V-2-3 | The proportion of students at high risk (two or more factors) will decrease by 20% by 2024. | EYS |
| Objective V-3 | <i>All teachers trained in Trauma-Informed Community Schools Framework by 2024.</i> | <i>Teacher survey</i> |

(b) Quality of the Project Services (up to 25 points).

Our intended recipients face the challenges associated with rural poverty and trauma. By organizing our response through a trauma informed lens, we can categorize our responses to support the development of essential resilience building protective factors. Addressing the root causes rather than the symptoms alone or prevalent concerns of the day will lead to lasting impact on the lives of our young people. We will coordinate eight existing pipeline services; we will offer nine new pipeline services, twelve beyond the required five total services.

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Table 25

| | WAYNE COUNTY FSCS PIPELINE SERVICES | Clyde- Savannah | Lyons | North Rose- Wolcott | Sodus |
|------------------------|---|-------------------------|-------|---------------------------|-------|
| GOAL: | EXISTING PIPELINE SERVICES | | | | |
| V | Schoolwide PBIS Framework | | | | |
| ALL | Afterschool & Summer Programs | | | | |
| II & III | School Resource Officer | | | | |
| II & III | Dibbles Curriculum: How to Adult | | | | |
| I & III | Satellite Mental Health Clinics | | | | |
| II & III | NYS Peer Mentoring (HS Student w/ES Student) | | | | |
| III | Life Skills Drug Prevention | | | | |
| IV- Competency | Dual Enrollment Programs | | | | |
| GOAL: | NEW PIPELINE SERVICES | | | | |
| I -Wellness | Food Pantry | | | | |
| I -Wellness | Dental Clinic | | | | |
| I -Wellness | Medical Clinic | | | | |
| II- Attachment | Functional Behavior Interventions: CI/CO/RENEW | | | | |
| II- Attachment | Check & Connect | | | | |
| III- Self- Regulate | Restorative Practices | | | | |
| III- Self- Regulate | Youth Court | | | | |
| IV- Competency | Tutoring Program— Trained by LV Wayne County | | | | |
| IV- Competency | Artist Residencies & Community Festivals | | | | |
| Exploration: | | Initial Implementation: | | Full Implementation: | |

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EXISTING PIPELINE SERVICES:

Schoolwide PBIS: For more than a decade, tiered intervention systems have been developing within schools. One example of this framework is Response to Intervention (RtI). RtI suggests that all students should receive high quality instruction with moderate differentiation within the classroom (Tier 1) and theory behind multi-tiered support systems suggests that 80% or so of students should be successful when strong Tier 1 practices are in place. Tier 2 focuses on cohort and small group intervention and may include reading groups or math re-teaching and Tier 3 is very individualized and often results in some classification of a learning disability. In school, Positive Behavior Interventions and Supports or PBIS is a similar framework. Tier I should be strong, clear and explicit instruction around behavior. Tier II provides small group or light individual supports like Check In/Check Out wherein a student has a trusted adult they meet at the beginning and end of each day to help process emotions and discuss goals or a mentoring relationship. Tier III is, again, more significant individual support and can include wrap around care and therapy with clinicians—the type of services that are offered in Satellite Mental Health Offices in schools. Across Wayne County, Multi-Tiered Systems of Support (MTSS) are already in place to varying degrees. All of our districts have MTSS Coordinators. MTSS provides a framework for organizing services that are imported from the community. An MTSS framework will place services within a school system in an accessible fashion, help to manage referral flow, provide a mechanism for screening students and monitoring data from those behavioral screens as well as attendance, behavior and coursework data that can provide an early warning to staff that a student may have a life issue developing. “Preventative interventions are more effective and sustainable when they align with core educational needs, such as the requirement for effective classroom management,” is an accurate

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and pragmatic observation made by the Greater Rochester Health Foundation's report on the behavioral health concerns in our communities.¹⁷ It is important to recognize that cognitive learning difficulties can be caused by trauma; frequently schools are caring and concerned as a stressful episode occurs in the life of a child such as the loss of a loved one or some type of abuse or neglect, but school staff are not trained to understand that trauma can have lasting impact nor do they always interact with students with the awareness that trauma symptoms can surface suddenly when triggered after years of dormancy. Implications of trauma research amplify the call for a strong Tier 1; Adverse Childhood Experiences are so ubiquitous staff must learn to treat all children as if they have experienced trauma. The pivoting question is to stop asking "What is wrong with this child?" and to start asking "What has happened to this person?" We need a trauma informed MTSS that can deliver the right support to students at the right time and that means universal supports for all students and increasing levels of support for those who require more help. Right now, our MTSS systems are too often limited to what resources schools can provide—adding community services will increase the impact. Our building based Community Schools Coordinators will work with the Project Director to access county resources to create an organized, data informed grouping of services that are comprehensive and effective.

Afterschool Programs & Summer Programs: Through 21st CCLC grants last year, almost half of our total k-12 student population was served in our existing afterschool programs. By percentage, far more elementary and middle school students were served. The Quality Self-Assessment tool provided by the Network for Youth Success outlines criteria for highly successful programs. Our programs scored the highest in areas like safety and teamwork and our neediest areas were in areas focusing on integrating with the school and maximizing use of additional services. At the elementary level, our Summer Programs are augmented by

¹⁷ "Crisis in Care", <http://www.thegrhf.org/wp-content/uploads/Crisis-in-Care-Report-2016.pdf> 7/12/2018

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partnership with our local town recreation departments and local libraries. The Pioneer Library System is support STEM education events this summer and our 21st CCLC Summer Programs will take students to those programs. However, high interest activities for middle school and high school youth are lacking and only 1 in 10 of our summer participants were in Senior High grade levels; exploring program opportunities that focus more on single day events or specific interests for shorter duration would better serve this population. More nuanced and precise programming better attuned to student interest will lead to improved impact of both the summer and afterschool pipeline services and aligns with the needs of our young people who show increased risk levels on attachment and involvement risk scales as they progress through middle and high school. The installation of a Full Time Community School Coordinators will link our afterschool programs to the school day and to student interest in order to address the needs identified by our young people in the Career & Interest surveys and the root causes of lack of Neighborhood Attachment and Opportunities for Pro-Social Involvement clearly prioritized by the scale scores of the Evalumetrics Youth Survey. Partnerships with area manufactures for summer internships, connections to colleges for day trips or special events, links to local history and agriculture can all create unique opportunities with relevance for our high school students. Multi-building specialized summer camps will allow for a rich experience around specific topic areas of interest to high school students and our efforts to add art enrichment will be carried into our afterschool and summer programs. Our after school programs exist, but we are not yet meeting the needs of our high school population. These programs offer opportunities across all of our goal statements—wellness, attachment, self-regulation and competency can all be developed in an afterschool or summer setting if we increase our collaboration using a Multi-Tiered System of Supports.

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SRO: Sodus' Safe Schools Healthy Students partnered with the Wayne County Sheriff's Office from 2009-2012 to build a School Resource Officer program. While there is national debate about the quality of SRO programs, our program works. We use careful evaluation to monitor the use of time and we place a school person in charge of dispatching the officer. The Deputy does not engage in disciplinary work without the direct command of the school Principal or Superintendent. SRO's engage in the following Activities:

SUPERVISION/MONITORING:

- Arrival: At the school before the buses arrive to meet and greet the students
- Passing Time: In the hallways while students are heading to classes and defuse problems
- Lunches: Checks all the schools in the district and attend lunch periods building relationships in the lunch rooms
- Monitors school events as requested (sporting, prom, concerts, etc.)

INTERVENTION:

- Attends meeting with the administrators about the students that need help
- Assists with navigating county agencies like DSS Child Protective and Dept of Probation PINS program and access to Domestic Violence and drug treatment programs.
- Works with school counselors to assist students
- Checks on truant students by going their residence for a home visit with the school counselors
- Assists and helps parents with child related issues as needed and necessary

EDUCATION, PREVENTION & SAFETY:

- Develops positive relationships with all students, especially at-risk students
- Provides a conduit to county/state resources
- Links students to Explorer Program for career development
- Works on school safety plan, safety audits and monitors lockdown drills and connects school safety plan to emergency response agencies
- Monitor students on the school buses to go over rules on the bus
- Presents a minimum of five educational programs on technology and crime, computer safety, drug related behavior and awareness, bullying, bike safety, driver safety, Dignity for All Students Act (anti-bullying) and abduction prevention work

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During the SSHS grant, the use of the SRO's time changed. In 2009-10 the SRO spent 14% of his time investigating incidents and enforcing the law; by the 2011-12 school year, that number had decreased to 2%. In addition, Problem Solving and Mentoring accounted for only 13% of the Deputy's time, but that number increased to 31% by 2011-12. In short, during the officer's continued presence at the school he spent less time in traditional law enforcement roles and more time as an asset for youth. Students felt safer at school: In 2010, 63% of Sodus Middle School students reporting that "fighting is a problem at this school" and that number was reduced to 41% by 2012. At the Sodus High School, that number decreased from 36% to 22%. Over the years, our program quality has held as the number of SRO's has increased from one to eight in the county. Results from the 2017 EYS indicated that students in schools with an SRO were significantly more likely to report they felt safe at school. In the project schools most students said that if they had a personal problem they go to their parents or friends for help but one in three younger students (6-8) and one in five older students (10-12) would go to an SRO for help. Our SRO program helps our young people attach (Goal 2) and learn to self-regulate (Goal 3) through direct instruction (tier 1) and small group and individual coaching (tier 2 &3). For our schools, SRO's are not "cops in schools" and they are not part of a "school to prison pipeline." While that is a problem with poor construction of a program, our SRO's are an essential component of our ability to effectively engage with our community resources. A call from a Deputy places urgency in the response from Child Protective and Probation and other diversion services. With metaphorical lights and sirens—our SRO's are able to get our young people through the bureaucratic road blocks that often prevent help from arriving on time.

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Dibbles Curriculum: A universal Tier 1 program delivered to our seniors is “Love Notes.” Delivered by Catholic Charities, this program teaches health relationship skills. Students learn to realize how important self-awareness is for positive relationships to occur. They learn what a destructive relationship looks like and how to resolve conflict, communicate and develop their own relational skills and capacity. The 12 sessions are embedded in English Classes and taught by Master’s Level Clinicians from Catholic Charities of Wayne County. They have over a 90% positive feedback rate from student surveys and students quoted on evaluations have said:

- “It’s good to have conversations about what healthy relationships look like. The activities are very engaging. This class helped me understand what a real relationship should be.”
- “[This course] helped me end an unhealthy relationship, and I am very thankful for that.”

Our Multi-Tiered System of Supports places this curriculum in our Tier 1 (Universal) layer of supports and so every student should receive this training. Our Community School Coordinators will be able to interface with CCWC clinicians to collect screening instruments and provide additional support through referrals to the Satellite Mental Health clinics when discussions prompt responses from students that suggest they need support or when a program screen for depression indicates a need.

Satellite Mental Health Clinics: All of our project school districts have at least a .6 FTE clinician from Wayne Behavioral Health Network currently in place providing therapy. This simple co-location is beneficial as a stand-alone innovation. Many benefits of school-based mental health services are intuitive. The improved access to care provides immediate benefit: working parents need not use up limited leave time at work and students miss fewer hours of instruction allowing families to participate in therapy with less strain on their own resources. Missing an exam or incurring an increased financial burden caused by lost work hours can spark

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anxiety—in rural areas, this counterproductive effect of therapy is more pronounced and attributes to disparity in health care access for families in poverty. Additional benefits are attributed to earlier access to care and an increased participation in therapy. Stigma is another barrier addressed through simple co-location; appointments to go to the counseling suite at school are common and could be for any number of reasons—scheduling, college applications, etc. So a student can simply leave class with a pass and return to the school day without ever leaving the familiarity of the school building. This treatment option is not universally beneficial; certainly some social anxieties or other disorders may require treatment at a traditional clinic as students experiencing symptoms of severe mental distress may be averse to attending school. Trauma Informed Cognitive Behavioral Therapy has demonstrated results and the need for mental health support for young people developing through traumatic experiences is a well-documented service gap in our state and region, but the partnership between schools and Wayne County Department of Mental Health closes that gap. While treatment at a Satellite Mental Health Office is beneficial, unique situations can be better navigated through broader community collaboration. A clinician can help schools understand how to create self-care opportunities and utilize direct referral procedures that WBHN has established. A school that uses the expertise of the community mental health clinician to inform the construction of supports and analyze screening data will be far better positioned to help young people. The entry point for many of our schools into the Community Schools effort was the inclusion of the Mental Health Office and expanding the impact of those offices is a priority for the county. James Hartz, Director of Wayne County Mental Health, has been steadily investing in satellite mental health offices for nearly fifteen years. As of April 11, 2019, all of our school districts have at least a .6 FTE licensed clinician in a licensed space. Our proposal would increase the use of the available

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expertise of the embedded Mental Health clinicians by working to open our school buildings to more of the services offered by the Department of Mental Health including building awareness of the Open Access Center, the Suicide Prevention Coalition, and Opioid Task Force. Our school buildings can continue to improve their interface and openness to services the Department of Mental Health is able to provide. Each school building Community Schools Coordinator will make sure that Superintendents and Principals are aware of these opportunities and be a coordinating force in the school to make sure opportunities to serve young people are not missed.

Life Skills Drug Prevention: Avoiding drug use, especially in the era of the opioid epidemic, is a critical service. Cooperation between schools and agencies around this need illustrates some of the best use of Community Schools strategies to date in Wayne County. With EYS survey data from every school in Wayne County, root causes were analyzed and it was found that “perceived risk of drug use” was a leading root cause and one that could be addressed in a school setting. A meeting was convened on June 14, 2017 among Wayne County schools, the Department of Mental Health and the Department of Public Health. At the recommendation of the Director of Mental Health and through funding provided that office, it was determined that Botvin's Life Skills Training would be delivered to all 6th grade students in Wayne County in year one, 6th and 7th grade students in year two and 6th, 7th and 8th grade students in year three. Delphi Rise, via funding from Wayne County Dept. of Mental Health, carried out this work. Life Skills Training (LST) is a multi-session evidenced based program designed for delivery within schools. Students receive a workbook and instructors have a curriculum and instructional guide that organizes the learning. One of the key risk factors facing consortium schools was a “lack of perceived risk of drug use.” More than one in four (27.8%) of students lacked perceived harm—

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the pending 2019 EYS results will help to show any impact of this initiative, but short term findings based on survey data are positive.

The 2017 sixth grade cohort completed the LST Health Survey prior to LST implementation and again, as seventh grade students in the fall of 2018 (post-test). Mean scores on nine of the 11 scales increased (improved). The largest gains were in ATOD Knowledge, (i.e. knowledge about the effects of alcohol, tobacco, and other drugs) which increased by 69.4% from 41.8% to 70.8% and Relaxation Skills which increased by 69.0% from 39.8% to 72.5%. These results support the effectiveness of Life Skills Training in changing knowledge, attitudes, and skills to reduce substance use and abuse.

We trust Life Skills Training to work for us because numerous evaluations of LST have documented multiple outcomes, over various follow-up periods, in sites across the nation, and in many impact areas of concern for us, including disruptive behavior. “Results of a study among middle school students demonstrated significant reductions in violence and delinquency at three-month follow-up for LST participants relative to the control group of students who received a standard health education curriculum (all p values < .05).”¹⁸ Trauma significantly increased the percentage of students who indicated substance abuse; any trauma informed school must help students develop self-regulation, including the awareness to perceive risks associated with drug use. LST is now our universal Tier 1 prevention curriculum, providing explicit skill instruction to build self-regulation, problem solving and resistance skills. Key components of this initiative include strong community partnerships between schools and the Department of Mental Health, data collection to verify results and continual improvement strategies that come from a review of process and outcomes each year.

¹⁸ <https://www.nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=109>

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NYS Peer Mentoring: Our consortium districts piloted the NYS Mentoring program beginning in the fall of 2017. The Full Service Community School program will coordinate the expansion of this program; less than eight matches are in place in most of our districts; over ten matches are in place in only one district. Currently, we are also only using peer mentoring. With support from the Project Director and Community School Coordinators we would expand the number of students mentored in each site and recruit community members to be mentors for our students as a new pipeline service (proposed below). Mentoring is recommended by the My Brother's Keeper initiative and is directly supported by New York State through the NYS Mentoring Program. The NYS Mentoring Program outlines numerous benefits for students including: "Mentees are 46% less likely to start using illegal drugs than their peers. Mentees are 52% less likely than their peers to skip a day of school and 37% less likely to skip class. Mentees are more trusting of their parents or guardians, and are less likely to lie to them and feel more supported and less criticized by peers."¹⁹ The NYS Mentoring Model creates matches between a student and a caring older peer or adult; the mentoring takes place on school property and within a group setting. All the mentees and mentors are in one supervised location, but they are able to pair off and engage in activities arranged to provide student choice and build attachment (Goal 2). At no cost, NYS provides training for mentors, site coordinators and supplies program ideas; a regional coordinator also arrives onsite to verify the safety and quality of the program. Additionally, NYS provides funding for fingerprint clearance for community mentors. This year our sites used AmeriCorps volunteers to support the launch of this program. We expect to field 120 to 150 high school mentors across our consortium that will be matched with 120-150 elementary school mentees. As we expand the mentoring program by adding Adult Mentoring,

¹⁹ <https://www.ny.gov/new-york-state-mentoring-program/new-york-state-mentoring-program#benefits-of-having-a-mentor>

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we will field 50 adult mentors and 50 middle school students, providing a structured, hour-long weekly point of meaningful contact for over 300 students. Community School Coordinators will work together with existing mentoring programs to monitor quality, offer suggestions and develop activity plans that link to our goals of building attachment, self-regulation and competency. Using data to inform our development will remain a hallmark of our programs. Our initial findings are positive: Preliminary analysis of data representing elementary students in the 21st Century program found that those who were paired with high school mentors were far more likely to improve their ELA and math grades compared to other students in program. This expansion will allow us an opportunity to track the impact on high school students.

Dual Enrollment Programs: Dual-Enrollment programs are a promising practice identified by “What Works Clearinghouse” as a means for improving academic outcomes. “Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education.”²⁰ This pipeline service creates opportunity to build equity by expanding opportunity and providing an entry point to college while the support systems of our schools are still able to stabilize a student. Clyde-Savanna High School offers college courses across English, Spanish, Mathematics and History. When interviewed for this application, the guidance counselor expressed a desire to expand college offerings to include art, design and photography related curricula. North Rose Wolcott High School Principal Brian Read expressed a similar idea, “Partnering with area colleges and businesses to expand our advanced course offerings and increase the number of students participating in advanced classes; this aligns well with where we want to go. I currently have a teacher team that is assigned to this

²⁰ https://ies.ed.gov/ncee/wwc/docs/interventionreports/wwc_dual_enrollment_022817.pdf

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goal but they haven't moved on this item much.”²¹ Lyons and Sodus find themselves in similar predicaments. Courses for advanced work with college credit are most often harbored in the core curriculums of ELA, Math, Science and Social Studies/History. Rural schools have smaller faculty. With fewer faculty available for business, art and career related courses, there are not teachers available to absorb a college course into their course loads. Our Community School Coordinators and Project Director can solve that concern by increasing the level of cooperation between the schools themselves, between the college and the schools and with local groups like the Wayne County Arts Council.

Additionally, College Courses are frequently provided to students after they have completed all the other coursework at a school—so students who are even or behind may not have a chance to try a college class. Our adjustment to this pipeline service would expand opportunities for these courses by helping to wrap the course with a comprehensive program. For example, a Community Schools Art Program could take existing projects like senior benchmarks, community service requirements, papers for English classes, research projects for history classes and focus the all in an art related fashion. This would mimic an urban idea of a “School of the Arts” but would be on a smaller scale in a rural setting simple differentiation within existing courses. This differentiation would be geared to ready the student for college level work and the dual-enrollment in the college course would build skill and help to achieve project objectives of increased academic and non-academic competency development.

Community Schools approaches also remove the restrictions of “school day” thinking and make weekend, summer and evening classes possible—simple scheduling could drastically increase the use of this existing pipeline service. Principals and guidance counselors eagerly

²¹ Interview. Principal Brian Read. April 8, 2019

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support this expansion, and finding common ground with this service will increase collaboration (goal 5) and help us to continue to expand other pipeline services.

NEW PIPELINE SERVICES

Just like our existing pipeline services, we will track outcomes to make sure they are impactful.

Participants will benefit from individual programs and the cohesion of our efforts as a whole.

We will make adjustments as necessary in order to positively impact the lives of young people.

Food Pantry/Nutrition Site: There are 11 food pantries that serve our five school districts.

Table 26

| Pantry | Location | Families served | Volunteers/ Staff | Foodlink | Hours | Schedule |
|------------------------------|-------------|-----------------|-------------------|----------|------------|--|
| Clyde United Methodist | Clyde | 20 | 5 | No | 2 | 3rd Tuesday of the Month 2PM-4PM |
| St. Johns Pantry | Clyde | 12 | 2 | Yes | 16 | Monday and Thursday 10AM-12PM |
| Lyons Community Food Pantry | Lyons | 120 | 4 | Yes | 40 | Monday-Friday 11AM-1PM |
| Lyons Helpful Hearts | Lyons | 120 | 7 | Yes | 4 | Monday-Friday 10AM-4PM, Saturday 9AM-2PM |
| Cougar Cupboard | Wolcott | 5 | 4 | Yes | Appt. Only | N/A |
| North Rose United Methodist | North Rose | 4 | 1 | No | Appt. Only | N/A |
| Rose Emergency Food Pantry | Rose | 35 | 6 | Yes | 6 | 1st and 3rd Thursday of the Month 8AM-11AM |
| Savannah Food Pantry | Savannah | 8 | 5 | No | 2 | 3rd Wednesday of the Month 6PM-8PM |
| Wayne CAP Pantry | Sodus | 45 | 6 | Yes | 160 | Monday-Friday 8:30AM-4:30PM |
| Sodus Point United Methodist | Sodus Point | 8 | 5 | No | Appt. Only | N/A |
| Wolcott | Wolcott | 105 | 15 | Yes | Appt. Only | N/A |

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As part of our needs assessment for this proposal, school staff visited every food pantry in our 400 square mile area. We took pictures of entrances-often back doors of churches. We created a Google map to compare distances between our needy families and existing pantries and looked at the accessibility of those pantries. The policies, supply sources, availability and operations of these pantries varies greatly. Some pantries are open only one day a week. Many will provide food for a family only one time per month. Table 26 indicates the typical month of service for our local pantries. In Lyons, for example, 120 families are served because the pantries are in the village—but we are concerned that our families in mobile homes outside of town on rural back roads with no transportation have no access to these supports. There is limited coordination amongst the pantries and some have limited storage that can lead to declination of donations and a bottleneck for service provision. One school, North Rose-Wolcott CSD, has established a school-based food pantry called “Cougar Cupboard” but this pantry only serves five families per month. Our proposal will work with area food pantries, the Greater Rochester Area Community Foundation and Foodlink to expand the presence of food pantries in schools. Beginning with integration first, we will immediately work to improve the cooperation between schools and existing pantries and increase referrals and donations. The addition of mobile pantries, which have proven to be successful in neighboring rural areas, school-based pantries and backpack programs that send food home with students over the weekend will address the students (**one in five**) in our schools that indicate on the EYS that they lack sufficient food at home. Food will be distributed through our Tier 2 and Tier 3 MTSS teams and monitored by the Community School Coordinator. Afterschool Programs will also be an access point for food distribution; this ability to meet an immediate physical need will promote trust and build rapport between schools and families and reduce the stigma associated with asking for help often carried by our population in

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generational rural poverty. Our food pantry model will include nutritional information to be shared with clients. We will also work with partners within the WCPSF like the Rural Health Network and Cornell Cooperative Extension to provide nutrition expos and cooking classes. We believe that food distribution will result in healthier choices. While we lack many other national resources, we have several fast food restaurants and pizzerias in our towns—when poor working families and single parent families are on a tight budget, a one dollar hamburger seems to be the most affordable and accessible way to feed a family. Our nutrition expertise and practical grocery shopping help will also highlight the importance of family meals and the pro-social opportunities for family connection available in meal preparation and in eating together as a family.

Not one of the existing pantries provided referrals to mental health supports or other wraparound supports; using our MTSS model and with the capacity of Community School Coordinators to train and support Pantry volunteers we will use the basic service of meeting essential needs as a contact point to spark resilience.

Medical Clinic & Dental Clinics: There is only one Federally Qualified Health Center in our service area, located in Sodus and operated by Finger Lakes Community Health (FLCH). Serving our students and families through the provision of more accessible and integrated medical and dental services will be a long term sustainable achievement carried out during this project. The Department of Public Health is committed to convening healthcare providers and assisting in navigating Medicaid reform funding opportunities to place healthcare services within the reach of our students and their families. Our intended progression at this point is the establishment of a mobile clinic, investigations into tele-health possibilities and eventual continual presence of the most in-demand clinic services. Finger Lakes Community Health is

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reported by the Department of Public Health to have extensive knowledge in telehealth and would be willing to operate a program. The Sodus site also offers dental services and they accept Medicaid, and a travelling dental health worker provides basic dental health education to elementary schools in our area (our middle schools and high schools receive no services). As our young people age, they are often more and more responsible for their own care. While clinical care remains an important opportunity for family engagement, health and wellness of developing young people is enhanced by their ability to care for themselves. Our model of a Multi-Tiered System of Supports would ask the Department of Public Health and providers to assist us in the provision of Tier 1 prevention and education for wellness. Tier 2 groups like tobacco cessation would be accessible to our young people and Tier 3 clinical support, whether issues relating to the management of diabetes or support for reproductive health concerns, will be on hand and accessible to our students and families. Often, a physical care setting like a primary care physician's office is the first place symptoms of mental health concerns are recognized; symptoms of depression and anxiety like nausea, headaches, sleep pattern disruption are physical and often are reported first to a medical professional. By co-locating physical and mental health services within our schools we will be able to respond more immediately to the needs of our students.

Functional Based Interventions: We will use two Function Based Assessment Interventions—RENEW and Check-In/Check-Out (CICO). We will ask Midwest PBIS to train our staff in RENEW. We will use existing staff in our elementary schools and middle schools to train our high school staff in CICO. Both of these are WWC promising practices by type.

The basic logic of CICO is to build self-regulation – our third goal. The intervention is designed to teach a student how to manage his/her own behavior. Students learn how to get the

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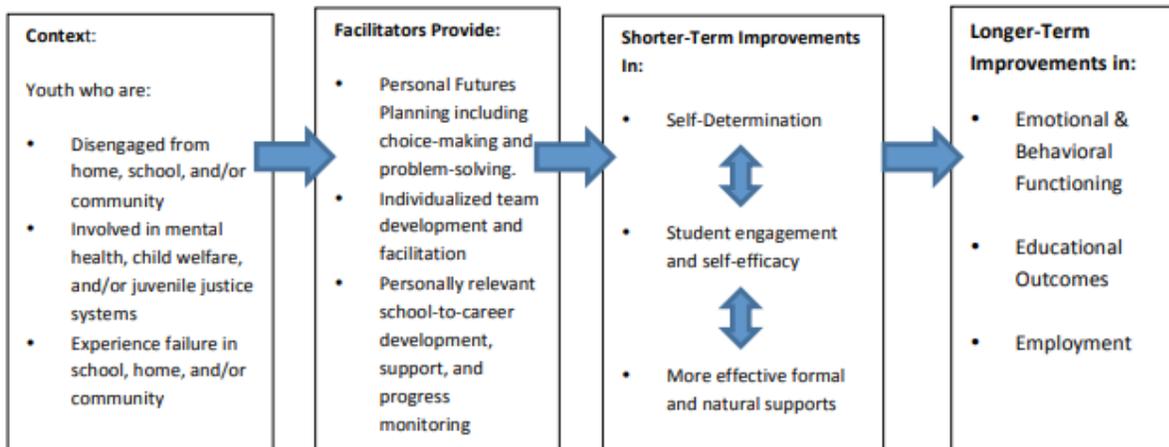
support needed from adults or peers without engaging in negative behaviors or giving up and escaping. CICO is highly efficient in use of staff time and our Community School Coordinators will be able to organize this intervention at our high schools and align it with Tier 1 efforts, like clear expectations that are explicitly taught. Tier II interventions have increased effectiveness, durability and staff and student support if they are aligned with Tier 1 work. CICO works because it improves the structure and predictability of feedback. Prompts are provided throughout the day for correct behavior and there is a system for attaching a student with at least one positive adult. At the high school level, it is important that the student chooses to participate and they feel “set up for success”. CICO helps to make sure that the first contact each morning is positive. Because adults and students are focused on the same goals, inappropriate behavior is less likely to achieve the function of the misbehavior—before students could skip class to avoid work—but now that everyone understands the student is managing frustration by task avoidance, the staff and student work together to build capacity for self-regulation and so the function of the behavior is addressed. RENEW works under the same FBA process, but at a more intense level.

RENEW is designed to organize a wraparound care response: “Developed by the University of New Hampshire, RENEW (Rehabilitation, Empowerment, Natural Supports, Education, and Work) is a unique application of the wraparound process designed for older, transition-aged youth, who are at the greatest risk of alternative placement and school dropout. RENEW focuses specifically on increasing effective school engagement, employment, post-secondary education and high school completion. RENEW has shown success in reducing school dropout and school push out, while increasing high school participation and completion for students with emotional and behavioral challenges. (Malloy, Sundar, Hagner, Pieras, & Viet,

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2010).”²² Students choose champions and engage in a process of reviewing their goals, their current situation and making measurable progress with ongoing support from their circle of care. RENEW has a proven theory of change pictured below:²³

RENEW Theory of Change



There are four phases to RENEW. Phase 1: Engagement and Future Planning, Phase 2: Team Development and Initial Planning, Phase 3: Implementation and Monitoring and Phase 4: Transition to Less Intensive Supports. Our Community School Coordinators could be RENEW facilitators or they could make sure that each school has at least 2-3 RENEW trained facilitators. This intensive intervention requires ample time from staff, and an important role for the Community School Coordinator is to work closely with RENEW trained staff to prepare to transition students to less intensive supports like CICO or Check and Connect.

Check & Connect: Check and Connect is more intensive than CICO and less intense than RENEW; however—it is much longer in duration. Frequently interventions are measured in weeks or months—Check & Connect is measured in years. It is common for a young person to

²²RENEW Facilitator Training. <http://www.midwestpbis.org/materials/renew> Accessed July 2018.

²³https://www.pbis.org/Common/Cms/files/Forum15_Presentations/RDQ%2011%20Brief%20-%20RENEW_rev.pdf Accessed April 2018.

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be involved with Check & Connect for at least two years. This intervention recognizes that a decision to drop out is rarely sudden. By connecting a young person with a caring adult that “checks” progress at least twice a month and “connects” the young person with additional supports, the Check and Connect monitor provides supports that reduce the likelihood a young person will drop out of school. Checking involves constant monitoring. Connecting focuses on building attachment around our students. Increased school attendance and individualized interest building will activate all resilience elements (Attachment, Self-Regulation & Competency). We will train school staff, YAP youth advocates, School Resource Officers and Community Center Staff in Check and Connect, RENEW and Check-In/Check-Out so that each school has a continuum of evidenced based practices to use to support young people who are at-risk. It is important that our interventions are housed in a Multi-Tiered System of Supports because we can only provide a limited number of Check & Connect monitors and RENEW facilitators; our Tiered Support System will be designed to make sure we maximize the impact of those resources and use a more versatile and accessible intervention like CICO as soon as possible and be ready to provide additional support with Check & Connect and RENEW. Even before Tier II CICO, we can engage in broad universal practices that help all students feel attached.

Restorative Practices: Restorative Practices can help every student feel more connected to school. Our chosen method of restorative practices has Tier 1: Community Building Circles, Tier 2: Conflict Resolution Circles, and Tier 3: Harm Reduction Circles. Restorative Practices in school flows from restorative justice. This is a system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large. In contrast to punitive responses to student behavior, restorative justice practices strive to build healthy relationships between educators and students; reduce, prevent, and improve harmful

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behavior; repair harm and restore positive relationships; resolve conflict; hold individuals and groups accountable; and address and discuss the needs of the entire school community. As recommended by noted expert in restorative justice Dr. Tom Cavanagh, effective restorative justice programs have several common elements, including:

- Teaching the principles and practices of restorative justice to educators so they, in turn, can train other members of the school community.
- Observing teachers and training these teachers to observe other teachers in the principles and practices of culturally responsive relationships and interactions in classrooms.
- Gathering information through interviews of ethnically diverse students, their parents, teachers, administrators and other staff about the experiences of these students in school.

Based on his research, the author outlines how schools can create an alternative culture of peace and nonviolence grounded in the restorative justice based idea of peacemaking and focusing on: (a) building trust; (b) healing harms to relationships; (c) restoring dignity of persons affected; (d) respecting biculturalism/multiculturalism; (e) being aware of power differences; and (f) creating safety. Dr. Tom Cavanagh has trained our teams in restorative practices this past summer and our elementary and some of our middle level teachers are engaging in this work—but our high schools need a booster; this training is supported by the NYS Department of Criminal Justice and the NYS Department of Education. Dr. Cavanagh's model was selected in part because of his intentional alignment with a Multi-Tiered System of Supports and a firm commitment to involving community partners. Signatories of our MOU that will attend this training **include all four schools, the Wayne County Sheriff's Office, Youth Advocate Program and our local Probation Department.** This model is a turnkey training and so our Community Schools teams will be able to lead the way in establishing restorative practices in our

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school beginning immediately in the fall. This practice aligns directly with our goal of increasing attachment and our goal of improving self-regulation with corresponding objectives to reduced disciplinary incidents and increased sense of belonging. A neighboring school building that pressed ahead with these practices this year saw more than a 50% decline in referrals and suspensions in the first half of the year. Community member complaints about the school decreased and positive stories about the school became common on local social media.

Youth Court: Youth courts are tribunals of young people who have been trained to hear actual cases of offenses committed by other youth who have taken responsibility for their action. Youth court participants serve as judge, jury and advocates and impose sanctions that reflect restorative justice principles. The Youth Court imposes restorative sanctions that may include community service and letters of apology, giving youths the opportunity to redress the harm they have committed against the community and learn how to make better decisions going forward. Some youth courts also provide family-based services that help to promote positive youth development. A well-run Youth Court provides a host of benefits, both to participating youth and the local community, including:

- Helps to develop leadership skills and a stronger sense of community and citizenship
- Provides opportunity for positive community involvement for youth
- Helps manage the recent influx of cases as a result of Raise the Age
- Leverages existing partnerships and resources
- Provides an additional tool for schools and law enforcement
- Has the potential for increasing family involvement in the life of youth

The installation of Youth Courts and other restorative practices are timely and necessary. The FY 2018 Budget of the State of New York includes legislation to raise the age of criminal responsibility to 18 years of age. New York was previously one of only two states that automatically prosecuted 16- and 17-year-olds as adults. This unfairly punished youth and

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prevented them from receiving the services they need to rehabilitate themselves and re-integrate into their communities. As a result of the Raise the Age initiative, New York's youth who commit non-violent crimes will now receive age-appropriate housing and programming to lower their risk of re-offense. By October 2019, New York will no longer automatically prosecute all 16- and 17-year olds as adults.

Our county has no facility to house young people accused of a crime; without restorative systems in place and cooperative cross-sector systems a bad day at school could result in a young person being housed literally hours away from home. Rural challenges for adhering to better safety standards and more specialized treatment for youth are unique. Through a Community Schools approach and the implementation of restorative practices, our schools can help facilitate locally what will be a statewide transition in the treatment of young people.

Wayne County launched a Youth Court this year, but none of our schools were able to coordinate a referral. Our Community School Coordinators will resolve this matter and will be supported by a consultant from the Wayne County Partnership for Strengthening Families selected by YAP—our local expert in restorative work. This pipeline service will make sure that young people who are in danger of suspension or non-violent criminal violation will be given a second chance. Beyond that second chance, our young people will also have a leadership opportunity and the Youth Court will help us achieve our goals of promoting attachment and self-regulation. The critical work of schools remains centered on relationship building.

Peer Tutoring Program (Trained by LV Wayne County): This program will use relationships to promote academic achievement. There are several evidence-based models for tutoring. We did not include these programs as “Promising Practices” for priority 4 because the research is associated with younger students, and our models will focus on training young people

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in high school to support each other through peer tutoring. We will use the following two models to empower the students themselves while rallying community champions to help meet the attachment and competency needs of our students:

1. *Peer Assisted Learning Strategies (PALS):* Peer-Assisted Learning Strategies is a peer-tutoring instructional program that supplements the primary curriculum. Pairs of students work together on activities intended to improve academic skills and provide support and feedback, with each student taking turns acting as the tutor. Students are trained to use different appropriate learning strategies so they can serve as effective tutors.

2. *Cross-age Peer Tutoring:* Developed by Barbara Terry, Ph.D., University of Kansas, cross-age peer tutoring intervention works by pairing students from different grades and ability levels to work on an academic skill together. The older/higher ability student is the tutor; and the younger/lower ability student is the tutee. The students work together to practice a skill, which is beneficial for both the tutors and the tutees. For Cross-age Peer Tutoring, we will look to use recent alumni and college students as well as successful high school tutors to create a peer tutoring pool. The social interaction behind each of these models will help to facilitate interest and engagement. Successful tutoring programs we have researched, such as one from Central High School in Missouri, have constructed handbooks for their tutors. Intentional efforts are made to retain the tutors' services. Literacy Volunteers has experience training community members to support younger students as they make strides in literacy and model reading practices for students and families; their ability to take novice volunteers and organize an experience of training, coaching and implementation support makes it possible for our schools to add more robust tutoring to our afterschool programs, open our doors on weekends and prevent summer learning loss. By recruiting retired professionals and college students, we will increase the

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number of positive role models for our students. By training those people effectively, providing clear guidance documents that they can refer to during tutoring sessions and supporting and coaching our tutor volunteers we will support our students' efforts to build academic competencies.

Artist Residencies (Alumni & Community Members): All of our schools have piloted the use of Alumni to bring attention to the relevance and power of the arts; in student surveys an increased exposure to career opportunities involving art and music was a specific request of students. In response to that, a one year pilot grant provided funding for artists to provide residencies in schools. The response was strongly positive, and we now propose to build partnerships with our local community centers who will assist our Community School Coordinators in accessing local artists and alumni to provide residency demonstrations for at least four days in each school during the year. During the day at the school, artists typically demonstrate their craft, speak to students about career goals and choices, offer teachers opportunity to connect to curriculum and use art to engage students who may otherwise find school boring and bland.

Funding to provide the residencies is typically available through enrichment funds at the school or through 21st CCLC funds, but coordination has been lacking. Community School Coordinators will work with Community Center staff and local artists and each schools arts and music departments to expand pilot programs into lasting arts exploration programs. These days will also tie into efforts designed to expand Dual-Enrollment programs and will build interest in art based dual-enrollment programs. Opportunities in areas of marketing, social media and design are limited in our rural setting. Our young people need a chance to dream a bit.

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Back to School Community Festivals: Evidenced based programs are critical to success in an academic setting; they add increased chance of success. In order to build the trust and rapport to integrate those services within a community, it is also important to take time to bring people together. Art residences can do that and so can musical performances. Lyons Central School District found a unique way to harness community energy for the return to the school year and combined a “Back to School Bash” theme with an existing health fair. Free haircuts donated by local barbers, backpacks and school supplies provided by local banks, information, resources and swag are shared by local community agencies and an atmosphere of community is established. It is a critical time for the school to gather registration forms, update contact information and have positive encounters and relationship building with parents. For our Community School Coordinators these annual events will be the start of a year of programming and service integration. Gathering school staff, service providers, families and students together will give Community School Coordinators an opportunity to show what community can look like and actively demonstrate the benefit of working together.

Some highlights of Lyons’ pilot event are listed below:

- Over 600 people were welcomed
- 250 back packs filled with school supplies were handed out.
- 48 free haircuts were provided for district children by local vendors
- 175 free bags of fruit were provided to families who attended
- 71 Operation Safe Child ID’s completed by the Wayne County Sheriff and 3 car seats replacements were donated by Wayne County Sheriff Office
- 242 free meals were provided by our Lyons Cafeteria staff to our district children
- 100 free meals were provided to adult family members

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- We were able to provide access to 48 community agencies - including 6 families who were assisted in applying for family health insurance

So even as we engage in highly technical work, it is important that we also remember the essence of community is coming together to help one another. Community Schools are more than heavily researched strategy distribution centers—they are places where people find a way to lean on one another and find a little hope and little help. These back to school festivals will help us accomplish our goal of increased collaboration and overlap well with our goal of promoting wellness. Our partnership with local Community Centers will help us access businesses to make sure this event is offered at no cost to families and also does not rely on federal funds so that it is a sustainable program and an allowable activity.

Impact on intended recipients:

The anticipated change in the population and corresponding measures are described here:

Table 27

| GOAL I: Improve the health and wellness of our students and families | |
|--|--|
| Objective I-1: Increase the number of families and young people who have access to trauma-informed behavioral health intervention services by 30% by September 2024. | 801 to 1040 annually by September 2024. Improved coordination should lead to increased referrals; qualified providers in rural areas remain a bottleneck. |
| Outcome I-1-1: Decrease the proportion of young people who report being depressed by 20% by September 2024. | 56% to 45% as measured by the EYS; increasing attachment and family support will reduce stress and some associated sadness. |
| Outcome I-1-2: Decrease the proportion of young people that self-report plans for suicide by 25% by September 2024. | 9% to 6.5% as measured by the EYS; increased case management services will assist young people and reduce the severity of some cases. |
| Outcome I-1-3: Decrease the proportion of people who report self-injury (cutting or burning) by 25% by September 2024. | 17.7% to 13% (EYS) increased case management services will assist young people and reduce the severity of some cases. |
| Objective I-2: 50% of families and students in target communities will have access to and utilize diet and exercise information and facilities by September 2024. | Currently, no services like this are offered through the school. Initial efforts will take two years to take hold; by grants end we expect to reach at least 50% of families and students. |
| Outcome I-2-1: Decrease the proportion of young people who report being physically inactive (did not exercise in past week) by 30% | 16.2% to 11.34%; (EYS) increasing the interest level and involvement in summer and afterschool programs and the nutrition sites |

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| by 2024. | should increase physical activity in our young people. |
| Outcome I-2-2: Increase the proportion of young people who report eating fruits and vegetables four or more days/week to over 50% of the population. | Less than 5% to 50%+ (EYS) Our food pantry and nutrition sites; will work with local farmers to make these foods more available & with cafeteria staff on accessibility during school lunch. |
| Outcome I-2-3: Decrease the proportion of young people identified as obese (based on BMI) by 20% by 2024. | 36% to 29%- NutriKids data—Increased physical activity and healthy foods will lead to healthy weight as measured by BMI measured in physical education class |
| GOAL II: Build attachment that creates trust & support | |
| Objectives II-1 All schools will implement the PBIS Framework with fidelity score >80%. | 0 schools out of 5. Some schools are over 70% on some tiers; no schools score at 80% on all Tiers. |
| Outcome II-1-1 Reduce the proportion of young people that report they would not ask anyone for help for a personal problem by 40% by 2024. | 29.2% to 17.5%; EYS—emphasis on mentoring, tutoring and family support center programs (Renew) will improve attachment and build trusting relationships. |
| Outcome II-1-2: Increase the number of young people who report attachment to school by 30% by 2024. | 12.1%-8.5%; EYS—emphasis on mentoring, tutoring and family support center programs (Renew) will improve attachment and build trusting relationships |
| Outcome II-1-3: Increase the number of young people who report attachment to their family by 20% by 2024. | 15.7% to 12.5% -- EYS- emphasis on mentoring, tutoring and family support center programs (Renew) will improve attachment and build trusting relationships |
| Outcome II-1-4: Reduce the proportion of students who have Chronic Absenteeism by 20% by 2024. | 16% to 12.8%; mentoring, tutoring and RENEW at the Family Support Centers should address attachment & lead to attendance. Afterschool and summer programs will also build attachment & sense of safety. Measured with data extracted from School Tool. |
| GOAL III: Develop self-regulation skills for coping with stress | |
| Objectives III-1: 50% of families and young people in target communities will have access to relationship and personal growth programs by September 2024. | Limited access and no coordination of these programs currently exists. Year 1 data will serve as a baseline for evaluation. |
| Outcome III-1-1: Reduce the proportion of students with Office Disciplinary Referrals by 25% by 2024. | 8676 referrals were given to students impacting over 60% of the population; we will reduce the number and proportion of students thru use of restorative practices training and Trauma Informed training will help staff coach self-regulatory behaviors. Measured with data extracted from School Tool. |
| Outcome III-1-2: Reduce the proportion of | 621 students were suspended impacting over |

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| students with Out of School Suspensions by 25% by September 2024. | 15% of the population-- Restorative work like Youth Court will keep kids in school. Measured with data extracted from School Tool. |
| Outcome III-1-3: Reduce the proportion of young people at-risk for sensation seeking by 15% by 2024. | 24% to 19.2%- (EYS) High interest afterschool and summer programs will offer structured alternatives for thrill seekers & mentoring & counseling will reduce the # at risk. |
| Outcome III-1-4: Reduce the proportion of young people at risk from rebelliousness by 15% by 2024. | 13.9% to 11.9%- (EYS) evidenced based programs like Botvin's Life Skills and RENEW at our Family Support Centers will be impactful. |
| Outcome III-1-5: Reduce the proportion of young people at risk from impulsiveness by 15% by 2024. | 14.1% to 12%%- (EYS) evidenced based programs like Botvin's Life Skills and RENEW at our Family Support Centers will be impactful; mentoring will also assist these student. |
| Outcome III-1-6: Reduce the number of juvenile offenses by 20% by 2024. | 112 to 90- higher interest enrichment programming and more intentional continuum of supports will reduce juvenile offenses. Data extracted from local criminal justice database. |
| Objective III-2: All young people will be exposed to evidence-based substance abuse prevention programs by 2024. | Currently, all 6 th graders receive Life Skills; we will expand to 7 th and 8 th grade and 100% of students will benefit before 2024. |
| Outcome III-2-1: Decrease the proportion of young people that self-report the use of any drug by 30% by 2024. | 33% to 23%- (EYS) Change will be caused by evidenced based drug prevention programs, increased self-regulatory skills and more opportunities for enrichment |
| Outcome III-2-2: Increase the proportion of young people who perceive significant harm from substance use by 25% by 2024. | 20.2% to 15%-- (EYS) Increased deployment of evidenced based programs will teach real health & relationship risks from drugs (evidenced based- not ineffective scare tactics) |
| Outcome III-2-3: Decrease the proportion of students with two or more risk factors by 20% by 2024. | 73% to 58% -(EYS) Building self-regulation will help students to choose to develop protective factors (like attachment & involvement) |
| GOAL IV Develop competencies in academics and areas of career and personal interest | |
| Objective IV-1: All students will have access to academic enhancement programs including arts and extra-curricular activities by 2024. | 33% (based on City Span 21 st CCLC Data) to 100% -- increased enrichment targeting high interest areas; summer-weekend and school break programs. |
| Outcome IV-1-1: The proportion of students scoring at or above the mastery level on ELA will increase by 25% by 2024. | 36.8% to 46% as measured by scores on ELA 11 th grade exam. Enrichment and tutoring will build skills; increased attachment will build attendance resulting in academic gains. |
| Outcome IV-1-2: The proportion of students | 11.4% to 14.25% as measured by scores on |

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| scoring at or above the mastery level on Math will increase by 25% by 2024. | Algebra 1. Enrichment and tutoring will build skills; increased attendance will build attendance resulting in academic gains. |
| Objective IV-2: All students will be exposed to strategies that enhance self-efficacy by 2024. | Currently mentoring programs are impacting 5% of students. Comprehensive programs will give every young person a chance to set and achieve goals. |
| Outcomes IV-2-1: The proportion of students demonstrating a significant lack of self-efficacy will decrease by 30% by 2024. | 32.4% to 22.5% from CAMI—tutoring and mentoring will build goal setting behaviors that help young people understand cause & effect |
| GOAL V: Strengthen collaboration to ensure a continuum of cohesive pipeline services | |
| Objectives V-1: Increase collaboration among schools and community organizations by 60% by 2024. | On a scale of 5, increase the average score from 1.78 out of 5 to 2.8 out of 5; services will move from co-located to coordinated and cohesive by sharing objectives and responsibility for student outcomes. |
| Objective V-2: At least 12 community organizations will provide pipeline services coordinated with all project schools (currently four organizations provide fully coordinated services). | Four agencies provide COORDINATED services in schools; we will triple that number. Other agencies are serving AT schools but they are not serving WITH schools and each other. Coordinators will facilitate that change. |
| Outcome V-2-1: Attachment to community will increase by 30% by 2024. | 27% to 19% (EYS)- Improved integration will help young people see community as a place they belong organized around their needs |
| Outcome V-2-2: Perceived opportunity for positive involvement in the community will increase by 35% by 2024. | 31.3% to 20% (EYS) Programs like Youth Court and opportunities to tutor and mentor and service learning will cause this change. |
| Outcome V-2-3: The proportion of students at high risk (two or more factors) will decrease by 20% by 2024. | 73% to 58% (EYS) As young people build Attachment, Self-Regulation & Competency they will build resilience. |
| Objective V-3: All teachers trained in Trauma-Informed Community Schools Framework by 2024. | Current baseline is at 62% for ONLY Trauma Informed theory; adding community schools will reduce initial results but all teachers will know and be able to apply both theories after steady PD and technical assistance from Children’s Aid Society Measured with annual Teacher Survey. |

In order to impact intended recipients we must have interactive and accessible contact points for services. Family Support Centers, food pantries, teacher/student support teams (MTSS), community partners, service providers and students themselves will each be access points for introduction to services. A student who signs up for afterschool programming because of an

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interest in Pokémon Go or Video Game Club may also be a great candidate for becoming a peer mentor or a tutor for other students. In order to have impact, we must have cohesion and that cohesion will be the primary responsibility of the full time Community School Coordinator at each school.

In our experience, informal referral processes can be a good starting place. However, we have learned that existing bias can unintentionally disenfranchise groups of students. In one district our launch of the NYS Peer Mentoring program asked for teacher recommendations for mentoring candidates. Our list of nominees was primarily Caucasian female students; while that **demographic represents less than 30% of our student body, they made up over 80% of the referrals for being peer mentors**—this indicates a need for our implicit bias work with Wayne Action for Racial Equality and more thorough facilitation our Community School Coordinators will bring to each pipeline service. We believe that informal relationships can be a strength of rural schools; however, systems are necessary to protect the interests of all our students. Therefore we will rely on a Multi-Tiered System of Supports to steadily regulate, monitor and adjust practices and combinations of practices for impact. It is our goal for the diversity of our student body, not just in terms of ethnicity, but in a wide variety of factors, will be fully represented in our pool of mentors.

Table 28

| Pipeline Service | Currently Served (Total Student Pop Approx. 1700) | Target # to Serve |
|---------------------------------------|--|--|
| PBIS/MTSS/TRAUMA INFOMRED | ALL | Improve quality/fidelity |
| Afterschool & Summer (Students) | 998 summer & afterschool; 273 90 hours + | 1700 at least 1hr summer & afterschool & weekend and 800 at 90 hours + |
| Satellite MH (Students & Families) | 801 | 1040 annually |
| Peer Mentoring | 151 | 300 annually |

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|--------------------------------|-----|---|
| Life Skills Drug Prevention | 384 | 872 annually & all students prior to 10 th grade |
| Restorative Practices | 0 | 1700 (tier 1) 340 (tier 2) 115 (tier 3) |
| Functional Based Interventions | 0/0 | 120 Intensive & 500 general support/referral |
| Food Pantry/Nutrition Site | 0 | 600 students & their families (food)/ 1700 students w/ nutrition info |
| Youth Court | 0 | 50 annually |
| Tutoring | 0 | 500 annually |
| Medical Clinic | 0 | 300 annually |
| Dental Clinic | 0 | 160 annually |

Entry Points & Referral Sources include (Areas & Programs of Service must also be trained to refer by the Coordinators:

- Self-Referral
- Family to Family
- Teachers
- MTSS Teams (Student Support Teams)
- Food Pantry/Nutrition Site
- School Resource Officers
- Other Pipeline Services (Satellite Mental Health Clinics, Summer & Afterschool Program, Health & Dental Clinics, Mentors, Tutors etc.)
- Local Pediatricians
- Parent/Teacher Associations
- Partner Agencies
- School Administrators
- Restorative Circles

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Collaboration for maximizing impact of pipeline services

Over the past seven years of practiced collaboration, members of the Partnership have developed niche services and the capacity to meet the needs of our community through cooperative referrals and more open communication. Adding a 1.0 FTE to our secondary schools will serve to bridge the school and the community and result in more robust cohesive services centered on the needs of our students—community resources will be added to our tiered support model. Our methodology expands successful pilot programs and consolidates the lessons we have learned into a local exposition of an integrated model of evidenced based programs. The result is a project that provides alignment horizontally across service sectors along a single tier of service (prevention/promotion) and vertically from universal tiers (promotion) through higher intervention levels (clinical care and therapy). All of our schools have begun to adopt a Community Schools framework; our schools are operating a Multi-Tiered System of Supports with fidelity monitoring tools in place. Linking these two effective frameworks will create circuitous connectivity between schools, local community agencies and services from county departments that will improve outcomes for young people and families. One example of the integration of resources into a Multi-Tiered System of Supports is the implementation of a PEP grant in Clyde-Savannah CSD. The results included these findings:

Table 29

| ITEM: | 2014 | 2017 |
|--|-------------|-------------|
| The percentage of students who engaged in 60 minutes of daily physical activity | 35.8% | 84.9% |
| The percentage of students who achieved age-appropriate cardiovascular fitness levels | 29.6% | 53.3% |
| School Health Index Module Score—Physical Education & Other Physical Activity | 63% | 91% |

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The positive results did not flow from the isolated implementation of the PEP program activities.

The PEP grant project demonstrated an ability to integrate a project (in this case, one centered on physical activity) with the Multi-Tiered System of Supports installed by a U.S. Department of Education School Climate Transformation grant during the same period.

Augmented by MTSS, the PEP program produced greater impact than was originally anticipated and MTSS was also more effective. The PEP grant provided equipment, staffing and expertise and the SCT grant established an MTSS that guided those programs to the appropriate students, creating organizational fit.

This is the type of integration across tiers and service sectors we intend to achieve with the Full Service Community Schools project. Our yearly work plan is aggressive and achievable because of the existence of the Multi-Tiered System of Supports; each Tier has an existing team embedded in each of our schools. For example, Adult Mentoring is a Tier 2 intervention that will be coordinated by the Tier 2 team and the Community Schools Coordinator. Individual Mental Health counseling is Tier 3 and generating referrals through more comprehensive system integration will be the work of the Tier 3 team and the Community School Coordinator. Our schools are ready to move forward because of the work of the past four years organizing teams and systems to be able to implement programs cohesively. Our Community School Coordinators will not have to create pathways for the new pipeline services. Instead, they will have an opportunity to press for the kind of exponential benefit that comes from collaboration. Our Project Director will work at the District and Community levels to access and align resources; our Community School Coordinators will work at the building level to attach each resource to the right population of students at the right time using a resilience framework meshed with a

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Multi-Tiered System of Supports. Combining ARCH and MTSS will take two national frameworks and create one local guidance system.

Adding community based programs to existing school resources will make it possible for these Tier Support teams to direct sufficient resources to make a lasting difference for students.

Organizing our work together is simplified through a basic matrix:

Table 30

| ARC & MTSS COMBINED | ATTACHMENT | SELF-REGULATION | COMPETENCY (Academic & Nonacademic) | HEALTH & WELLBEING |
|--|--|---|---|--|
| TIER 1 Universal—for all students regardless of need | PBIS Positive school climate Restorative practices Community events | PBIS Life Skills classes SRO lessons Restorative practices | Involvement of community in school day Afterschool programs Career Fairs | Nutrition Education Wellness checks Mental health awareness & self-care Exercise & activity |
| TIER 2— Targeted services by need or interest for small groups of students | NYS Peer Mentoring/ Adult Mentoring Check In/Check Out Restorative practices | Youth Court Restorative practices Check In/Check Out | Peer tutoring Interest based clubs & activities | Medical & dental clinic appointments Food pantry |
| TIER 3— Intensive services for the students in need of significant support in specific areas | Mental health Treatment Restorative practices RENEW Wraparound Care Model | Mental health treatment Restorative practices RENEW Wraparound Care Model | Intensive tutoring RENEW Wraparound Care Model Special Education services | Mental health treatment Medical treatment Restorative practices RENEW Model |

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Utilization and management of school facilities

Currently, our schools are open almost seven days a week and are designed to serve as a resource for the entire community, but are typically used primarily by students and local residents who already feel connected and engaged with the school (sports practices, drama rehearsals, community groups holding meetings, etc.). To enfranchise a broader cross-section of the community, we will review hiring practices and identify those positions of a welcoming and supervisory nature that could be filled by neighborhood champions with good contacts across the neighborhood population. The Community School Coordinators hired under this grant will have building access and leadership status and will ensure that communication pathways, procedures and protocols serve to facilitate fair and open access to the school and remove intimidating barriers. Our Community Schools Coordinator will be able to open the building on Saturdays or over school breaks and work with our two partnering community centers to create synergy in programming. For example, a community center might serve as a drop off point for donations of canned goods. In addition, a policy implemented in Lyons CSD will be recommended to the other consortium school districts wherein at an annual meeting—the first meeting of July, known as the Reorganizational Meeting—community partners are “adopted” by the Board of Education. These partners are given rapid access and automatic approved for any facility request so long as the space is available—just like a staff person. This removal of bureaucratic procedure expedites services for students and illustrates trust required for true collaboration.

(c) Adequacy of Resources (up to 15 points).

Capacity of Sodus CSD to coordinate and provide pipeline services:

Resources for our efforts include ample local resources and expert national assistance. All Community Schools leverage multiple funding streams, as “...full-service community

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schools almost always grow out of a diverse composite of funding streams.”²⁴ Our effort is no different. By activating networks of national expertise and statewide assistance, we will foster the cohesion of multiple efforts that lead to exponential benefits for our students and families. Our project is distinguished by the contributions of the premier national experts in Trauma Informed Learning, Multi-Tiered Systems of Support and Community Schools. The local partnership (WCPSF) we have assembled has met for six years and is ready for an investment of coordination and expertise; the addition of a full time coordinator at each school will serve as an activating agent to move our schools and communities towards a mature Community School model. While Sodus CSD is the applicant, **the school district is not applying for itself alone but on behalf of an enduring partnership of agencies and schools** that will use systems and policy to bring local resources into alignment, focus those resources on intended populations using technical tools like data and traditional methods in rural communities that involve a handshake and a listening ear and seek out the best possible expertise for steadily improving practices from across the nation.

National & Statewide Expertise:

Lesley Institute for Trauma Sensitivity (LIFTS): Through our McKinney-Vento Homeless Youth grants, we have had the benefit of working alongside the LIFTS program for the past two years. In October 2017, we invited Joel Ristuccia, one of the authors of Helping Traumatized Children Learn: Safe, Supportive Learning Environment that Benefit All Children, to present to our local school and community leaders to encourage schools to consider the impact of trauma and develop plans to move towards a safe and supportive school framework. To advance the development of trauma sensitive environments, LIFTS, in collaboration with Massachusetts

²⁴ Bronstein, Laura R., and Susan Elizabeth Mason. *School-Linked Services: Promoting Equity for Children, Families, and Communities*. Columbia University Press, 2016.

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Advocates for Children's Trauma and Learning Policy Initiative (MAC/TLPI), works directly with school districts to help educators understand the dynamics of acute and chronic trauma, its adverse effects on learning and how trauma sensitive schools can benefit all children. LIFTS is directed by Dr. Sal Terrasi.

Trauma and Learning Policy Initiative (TLPI) is a nationally recognized collaboration between Massachusetts Advocates for Children and Harvard Law School. Its mission is to ensure that children impacted by family violence and other adverse childhood experiences succeed in school. To achieve this mission, TLPI advocates for "trauma-sensitive schools" where school-wide trauma sensitivity is a regular part of how a safe and supportive school is run. TLPI works directly in schools to help them become trauma sensitive, providing training or technical assistance. At its Harvard Education Law Clinic, TLPI also represents individual families in the special education process on behalf of children with disabilities who are struggling in schools and who have experienced adversity. Using MAC's signature multiple strategic approach, TLPI brings the voices of educators from its work in schools and the voices of parents from its cases to work for laws and policies that provide schools with the knowledge and resources they need to meet the needs of all children. TLPI's advocacy is based on interdisciplinary research and collaboration across a wide array of professional disciplines, including education, law and mental health. In addition to supporting schools to become trauma sensitive environments and building coalitions to do so, TLPI advocates for its mission through research and report writing, legislative and administrative advocacy for laws, regulations and policies that support schools to develop trauma-sensitive environments and outreach and education. Project Director, Jay Roscup, has taken three courses at Lesley University and has been trained to use their Flexible Framework to advance the work of Trauma Informed

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Community Schools in our area. The Project Director will interface with Family Counseling Services of the Finger Lakes (FCSFL) who participated in the National Council on Mental Health's yearlong professional learning community focused on trauma and its impact. FCSFL has initiated the Finger Lakes Resiliency Network and uses annual events, webinars and in person reviews of fidelity surveys to assist our schools in becoming more Trauma-Informed. The focus of the national expertise of the National Council and the LIFTS work make it possible to do more than provide services—we are meeting the underlying root cause of our students' concerns that are caused by Trauma. That is why our entire goal structure is based on resiliency: Attachment, Self-Regulation, Competency & Health. Research shows that community collaboration can limit the impact of trauma and enhance recovery²⁵.

Midwest PBIS & National TA Center: Positive Behavior Interventions and Supports (PBIS) is a team-based tiered support framework that schools can implement to improve student behavior and outcomes and transform their approach to student discipline. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups through a focus on outcomes, data, evidence-based practices and systems of support. Schools that implement PBIS move away from punishment-based discipline strategies and toward an interactive, collaborative approach to introducing and modeling positive social behavior among students and other members of the school community. The Midwest PBIS Network, in partnership with the National PBIS Technical Assistance Center (Midwest PBIS staff are a part of the national center), supports the implementation of Positive Behavior Interventions and Supports in state, local and community agencies throughout the Midwest. The Network is committed to building capacity of schools to prevent problem

²⁵ Hall, Judy, Porter, Longhi, Becker-Green, et al. **Reducing Adverse Childhood Experiences (ACES) by Building Community Capacity: A Summary of Washington Family Policy Council Research Findings.** Journal of Prevention & Intervention in the Community, 40:325–334, 2012

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behaviors, promote positive school culture and to evaluate the impact on both social and academic success of all youth, including those with the highest level of need. Critical to the support of school level implementation is the Network's investment in parallel processes for local and state agencies to support PBIS implementation and scale-up with integrity and impact.

Key focus areas of the Midwest PBIS Network include:

- Prevention-based school-wide systems of positive behavior support
- Data-based decision-making for instruction of behavior and academics
- Wrap around planning for students with complex emotional and behavioral needs and their families
- Community-based supports for families, youth and schools

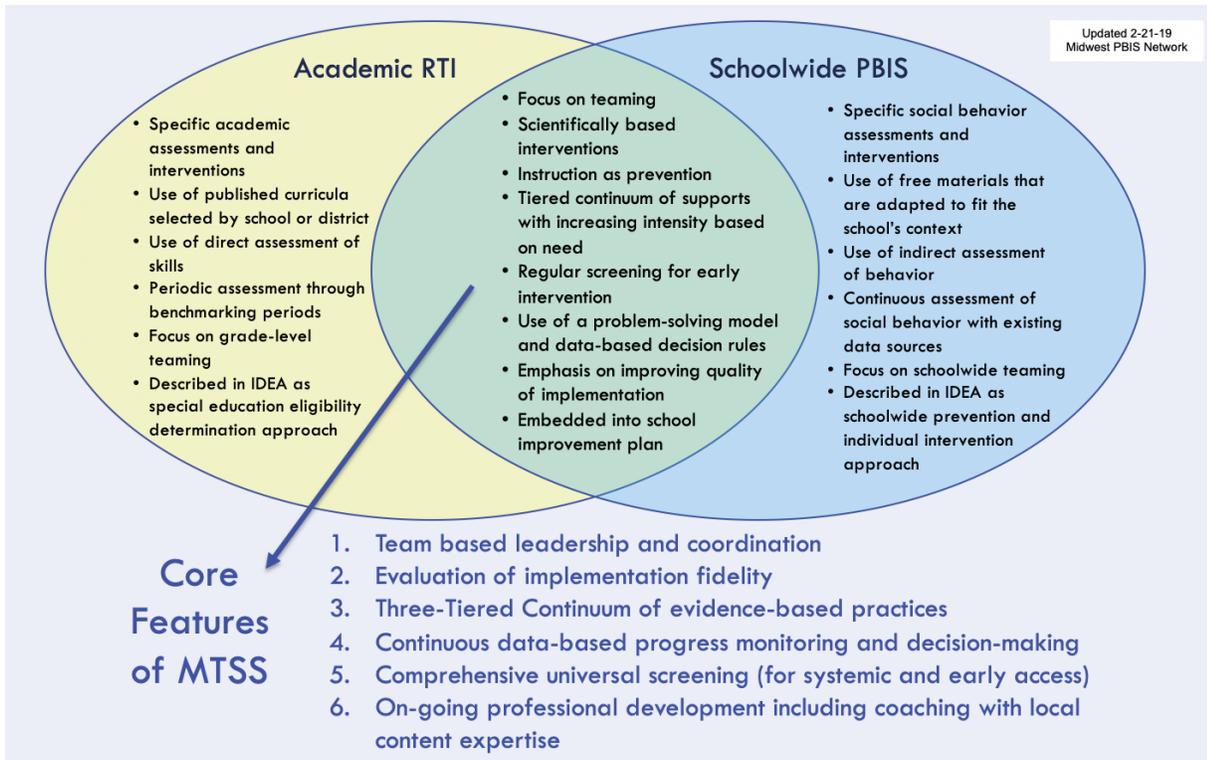
In collaboration with the National PBIS Technical Assistance Center, the Network also establishes and evaluates model demonstrations of PBIS implementation, such as the integration of mental health and restorative justice supports into the PBIS framework. Additionally, the Midwest PBIS Network coordinates the annual PBIS National Forum, and serves as a technical assistance hub to nine states. Mid-West PBIS has been involved in Wayne County for the past four years through the Federal School Climate Transformation grants. Their guidance has resulted in improved outcomes for suspension rates, attendance and day-to-day behavior. Their support has now progressed to looping in academic supports; expanding to include community services is a logical next step. Integrating our work that will benefit academics and behavior by injecting community schools resources in an organized fashion is depicted well below:

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Shared Characteristics of RTI and PBIS represent the Core Features of MTSS

McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.



Afterschool Alliance & Network for Youth Success: Our local network, Wayne County MOST (focused on afterschool activities) is linked to national and state networks. The New York State Network for Youth Success is dedicated to building a youth-serving system that increases the quality and availability of afterschool and expanded learning programs. Its mission is to strengthen the capacity and commitment of communities, programs and professionals to increase access to high-quality programs and services beyond the traditional classroom. The Network for Youth Success supports all programs that promote young people's intellectual, social, emotional and physical development outside the traditional school day. These programs include those that serve K-12 youth, take place in schools and/or in community-based settings and occur before and after school, during weekends, holidays, and summer breaks, or during the school day through partnerships with community organizations. The overarching goal is to build

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an effective and integrated statewide system of high-quality afterschool, summer, and other expanded learning opportunities. An effective system provides a continuum of support that ensures the academic, social, emotional and healthy development of children from birth through young adulthood. The Network for Youth Success convenes partners and coordinates them around a common agenda focused on partnership development, policy development and capacity building. It connects practice with policy across a broad range of state, regional and local partners that represent the afterschool, expanded learning, Community Schools and youth development fields broadly. The Network for Youth Success is the leader of the Community Schools Network in New York State and our partnership with them secures our ability to advance our work across our own districts as well as serve as a model for other rural schools in the community and the nation.

NYS Community Schools Technical Assistance Center (TAC)- Eastern: NYS Education Department has funded three Community Schools TA Centers. TAC-E is designated to support our region and is led by Dr. Liz Anderson. Dr. Anderson has visited Wayne County three times and the TAC will hold one of its four regional training events in Wayne County this year. The event is entitled, “Community Schools and Multi-Tiered Systems of Support Networking and Professional Development,” and will bring together the National Center for Community Schools, Midwest PBIS, the Finger Lakes Resiliency Network, Buffalo Public Schools, Rochester Public Schools and representatives from Syracuse as well as multiple universities. Wayne County was chosen as the location for this event because of our forward progress in finding methodology to equip schools to coordinate community resources. While Community Schools Coordinators are an important piece, the Multi-Tiered System of Supports gives a well-placed coordinator a system to use, data to guide and practices with fidelity checks in place. TAC-E will be utilizing

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Wayne County's expertise as well as supporting Wayne County's growth. For example, site visits occurring in Wayne County have led to recommendations and our Project Director for this proposal (Jay Roscup) joined the TAC-E to provide training and a keynote at an event located at SUNY Binghamton. Wayne County has been repeatedly recognized for cross-sector partnerships and with help from TAC-E those gains will be sustained and lessons learned replicated across New York State. Goals of TAC-E include:

- Providing coordinated system of high-quality technical assistance, professional development activities, and information dissemination, tools designed to help establish and effectively operate Community Schools that will positively impact the outcomes of students and school families.
- Developing communities of practice among Community School Directors, Principals, District Staff, and school partners implementing community schools.

Our Community Schools Director and Project Director will immediately join this buoyant and expanding movement funded for the next five years by NYS. Our ability to directly network, join regional meetings and ask for specific help for problems increases our chance for success.

Local Collaborative Groups:

Our consortium is designed to deepen and strengthen the existing relationships between consortium members. In fact, many of the consortium members have a long history of working together in other coalitions. During the day, schools become population centers for our rural county. At no other time or place in our rural county are as many people gathered regularly; each day, these buildings are filled with of hundreds of school age children, staff, family members and community members. By using schools as service centers through a Community Schools model and demonstrating effective, organized delivery of services (MTSS) we will

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explore and establish more pragmatic understandings of how to work together to serve our most vulnerable populations.

All consortium members are already vested in the nature of the work of this proposal and in broader consortium efforts. This proposal represents a unique opportunity to build organizational capacity through cooperative efforts that simultaneously advances the mission of each organization involved. The roles, responsibilities, expertise and contributions, as well as evidence of capacity to provide the requisite support, are detailed below.

Wayne County Partnership for Strengthening Families: This collaborative group is the heart and soul of this application and consists of more than 40 agencies and it is co-chaired by Kathy McGonigal, the Deputy Director of Youth for the Wayne County Department of Aging and Youth and Jay Roscup, School Climate Director (Project Director for this work if funded).

The role of WCPSF is to be a conducive intermediary between school districts and community and county agencies. WCPSF will be responsible for facilitating the Evalumetrics Youth Survey across the 11 districts, maintaining the Education Workgroup that will serve as the advisory board and continuing to situate the implementation of our Full Service Community Schools productively within the context of cross-sector service development. WCPSF will assist in reaching outcomes by echoing the success of best practices and sharing project implications with groups outside the immediate implementation of the current scope of the project. While Literacy Volunteers, the Youth Advocate Program, Wayne CAP and other organizations are members of the Partnership, WCPSF is a cooperative group that encompasses a broader array of community partners than are listed on our MOU. Independently and through the partnership we will have the ability to expand the impact of the project by deepening cooperation across systems and including new partners such as Cornell Cooperative Extension or Catholic Charities of

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Wayne County as our efforts broaden in cohesion and comprehensiveness. The entire partnership is focused through a simple strategic planning process drawn from Lencioni’s The Advantage²⁶ and that plan has served as the initial inspiration for this proposal.

| WAYNE COUNTY PARTNERSHIP FOR STRENGTHENING FAMILIES | | | | |
|---|---|--|---|---|
| Strengthening Families Through Collaboration | | | | |
| Defining Objectives | | | | |
| Pathways to Academic Success | Promote Positive Behavioral Health | Connect Families to Resources | Promote Pro-Social Family & Student Events | Foster Deeper Collaboration Among Members |
| STANDARD OPERATING OBJECTIVES | | | | |
| Improve Kindergarten Readiness | Broaden Community Promotion & Prevention Efforts | Build out of School Time Programs & Opportunities (Wayne MOST) | Promote Pro-Social Family Attachment to Neighborhoods | Articulate the responsibilities of organizational representatives |
| Improve School Attendance | Install Evidenced Based Prevention Programs | Enhance Adult Learning Opportunities | Expand Youth Voice for Positive Youth Development | Work out operating norms |
| Increase Career Awareness | Build Awareness of MH & BH Needs | Encourage Healthy Family Relationships | | Prepare information for dissemination of the purpose of the partnership |
| Expand Parent Engagement | Reduce Stigma | | | Map out link to an Advisory Board (W3C) |
| | Encourage Stronger Coordination for Clinical Care | | | |

The Partnership’s guiding plan also serves to link agencies and other collaborative groups. For example, the Department of Public Health and the Council on Alcoholism both had

²⁶ Lencioni, Patrick. The Advantage: Why Organizational Health Trumps Everything Else in Business. Jossey-Bass, 2012.

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groups meeting to discuss behavioral health and substance abuse issues. WCPSF established the Behavioral Health Workgroup; now the Dept. of Public Health and the Council on Alcoholism meet as one through the Partnership—the careful distinction is that the meetings occur at the same time and same place and have separate agendas and agenda items as needed.

No one is required to give up their identity or control—the Partnership establishes a place where organizations can partner by choice and contribute their strengths for the good of the whole community, (i.e., Collaboration). The success of the partnership built the trust required to launch Wayne MOST.

Wayne MOST: The 21st CCLC Advisory Group from Lyons CSD during Round 6 initiated the formation of a network of people who connect to focus on Afterschool and Extended Learning and Enrichment Opportunities for kids in Wayne County during “Out of School Time.” Wayne MOST is committed to:

- Network via e-mail and social media
- Meet two to three times a year (optional)
- Share resources and program schedules (web-based idea sharing platform)
- Advocate for the needs of young people with local and regional leaders
- Maintain a listserv for advocacy and awareness
- Celebrate success and promote the good work that is done for young people outside of school through press releases and information to community and school leaders

Wayne MOST has also received funding for the FAST Program (Free Activities & Sports Trailer), which is a mobile recreational trailer filled with equipment that can travel from site to site to turn a parking lot or a field into a place for youth and family recreation. Basketball hoops, portable soccer goals, field hockey, footballs, hula hoops, sidewalk chalk, music and more come

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along with this trailer. Literacy Volunteers can arrive to provide free books and this trailer will be used by the Community Schools program to promote events and draw a crowd to engage young people and families in other services.

Wayne County MTSS: Currently our Wayne County Multi-Tiered Systems of Support meetings enable schools to work on school systems, use of data and practices for instruction and intervention. While WCPSF and Wayne MOST are open to the community, **the County MTSS meetings are gatherings of school professionals in coaching roles or team leader roles in Tier 1, 2 or 3 teams.** They are facilitated by the Regional Support Centers that connect to national support (Midwest) and by our own school leaders as an extension of the ongoing School Climate Transformation grant that is entering the fifth and final year of its operation. Our MTSS teams have focused on reaching fidelity in supporting academic and behavioral success for students using school resources. We have begun to co-locate resources, and Full Service Community Schools will draw resources into schools for direction by our Tier 1, Tier 2 and Tier 3 teams. The Wayne County MTSS meetings will continue to be a place where school professionals can gather to build their own knowledge and expertise. Thinking about the operations of our teams will lead to sustainable and impactful placement of community resources. These teams have been instrumental in the deployment of programs like the NYS Peer Mentoring program; when our Community School Coordinators join MTSS county meetings they will bring with them all the resources the Wayne County Partnership can muster. The meetings are facilitated by MTSS Coordinators in our partner districts. They will return to their specific buildings with guidance towards fidelity and a learning community to support a journey towards best practice.

Relevance & Commitment of Project Partners (In the order they appear on the MOU):

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Schools in General: The schools are the implementation sites for this project, serving to coordinate services, provide academic and student engagement expertise, and utilize the expertise of others to create integrated work plans using their existing teaming structures. Schools will be required to send representatives to WCPSF Education Workgroup (Advisory Board) meetings but no other new meetings should be required within the school day. Our Community School Coordinators will push into existing structures; the design integrates existing MTSS team and meeting structures so that the Community School Coordinator can bring resources, service providers and partners into the school in a coordinated fashion for the purpose of delivering holistic care and support to young people as they develop. We will establish referral processes in each district independently, as individual schools have social workers, school counselors, or school psychologists. The implementation of a Multi-Tiered System of Supports will be expanded to include the operating theory behind Community Schools outlined consistently by the Children's Aid Society. This cooperation will operate on a county level (WCPSF) and at an individual school level (Community School Coordinators). One hope of this project is to bring some uniformity to school processes to make interaction with county agencies more efficient—in New York State the existence of multiple districts per county can lead to confusion that cross-district and cross-sector projects like this can alleviate. For example, when should a child be referred to family court for Chronic Absence? When is Kindergarten registration? These answers differ from school to school across the county requiring county workers to learn nearly 40 different protocols in some cases. Similarity isn't enough—our families and our county partners need consistency from our schools. School districts will also structure necessary professional development around Trauma Informed Schools and Community Schools. Children's Aid Society, Midwest PBIS and community partners will train our school

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staff. The school will match program dollars with money from local budgets for professional development.

Sodus CSD (LEA): In 2009-2013, Sodus CSD operated a Safe Schools Health Students grant that brought School Resource Officers, Mental Health Clinicians, drug prevention, social and emotional supports and Early Childhood services together and included an afterschool program. This work was a driving force for the origination of the Wayne County Partnership for Strengthening Families. Technical assistance from federal Project Officers and AIR led to the use of interagency strategic planning models. Evidenced based programs like Incredible Years are still in place today five years after the conclusion of the grant project.

Lyons CSD: While all schools are now utilizing a Community Schools philosophy after a NYS directive two years ago, Lyons adopted this philosophy five years ago and has implementation experience that can guide other districts. Lyons also has leadership roles in several consortium grants (School Climate, 21st CCLC) and can leverage those relationships in this project.

Clyde-Savannah CSD: Clyde-Savannah CSD will provide leadership to the other schools in the integration of physical wellness into the school MTSS. Their notable results from the PEP grant can be replicated and documented through this project. Clyde-Savannah is the only school who has utilized our MTSS structure to enhance nutrition education and their practices are critical for the achievement of our first goal (wellness).

North Rose-Wolcott CSD: A federal School Counseling grant ended two years ago, but left NRWCSO with the closest approximation of an Interconnected Systems Framework of any district. They are also the consortium lead for the McKinney-Vento Homeless Youth consortium grant and can offer insight into how the case management efforts written into this project can

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address the wellness challenges of the homeless youth population. This district was also a focus district and under significant scrutiny by NYS; they have used MTSS and Community Schools strategies at their Elementary and Middle Schools to become a “school in good standing.”

Red Creek Community Center: The Red Creek Community Center operates fitness programs and maintains a swimming pool and fitness equipment on site; until this past year there very few youth programs available. The 21st CCLC afterschool and summer programs have opened partnerships with the Red Creek Community Center and a new director has invigorated youth programming. The director of the center has a vision for expanding the use of the facility (primarily opened during school & for seniors) to include more youth services and this is an excellent location for hosting events, workshops and programs and will provide a contact point for the community and a referral source.

Lyons Community Center: The Lyons Community Center is less than a quarter mile from the Lyons Middle School/High School and operates sports programs for youth. Scarlet Thread Ministries uses space to run a drop-in program there one day a week. Recreation through organized sports is the primary service of the community center, but its Board of Directors would like to expand programming related to lifelong health and wellness and fitness activities that do not require complicated leagues, referees and insurance. The Lyons Community Center is eager to host events and willing to promote our programs through their social media tools and contact with parents and families.

Literacy Volunteers of Wayne County: Literacy Volunteers will lead our development of tutoring that employs evidenced based practices and trained volunteers from human resource pools found in the population of retired professionals and college students (many of our young people commute to colleges for 45 minutes to an hour drive and so they consolidate their course

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schedules to 3-4 days per week leaving time for tutoring). Our retired teachers have been some of our best staff in our afterschool programs and Literacy Volunteers of Wayne County offers comprehensive multi-generational educational activities to increase literacy, impact poverty and help youth in our community to succeed. Traditionally Literacy Volunteers has focused on one-to-one adult tutoring in reading, writing, and English for Speakers of Other Languages (ESOL). However, over the past few years they have been expanding their services to include more family and community-wide literacy efforts. Programs include:

1. “Books from Birth” to promote reading to young children
2. Welcome packets containing a free new book, library card application, tips on reading to children and information on literacy services for families of newborns at Newark Wayne Community Hospital
3. School-based partnerships that foster collaborating with K-12 schools to make reading fun for kids and reach out to parents. Activities include story-telling and free book giveaways in pre-K through 3rd grade classrooms and after school programs.
4. *Family Fun Literacy events* that promote reading to children and access to literacy services. Activities include story-telling, reading tips and modeling for caregivers, tours, and information about literacy services. Approximately 2000 participants (parents and children) attended an event this year.
5. Digital Literacy that provides small group tutoring in basic computer skills. This has been conducted by the *Wayne County Finger Lakes Works One-Stop*, focusing on job search and employment related skills. This year Literacy Volunteers began collaborating with the Sodus and Lyons High Schools using students and local librarians as tutors. Digital Literacy averages 60 participants annually, but additional funding would allow for more slots. Based on pre- and

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post-assessments using the NorthStar Digital Literacy Assessment, more than 90% of students improved their basic computer skills, scoring a passing grade.

6. Adult Literacy and ESOL Tutoring that provides individualized instruction focused on building literacy lessons around the specific needs and goals of the students. At intake, each student identifies individual goals and takes a standardized evaluation test to determine their reading level and identify any specific problem areas. Literacy Volunteers serves about 125 adults each year. With just a few hours of intensive tutoring each week, 55% of students were able to increase by one or more grade levels in 2014-2015. Most students achieve an individual goal such as obtaining a job, achieving a high school equivalency, earning citizenship, getting a driver's license, participate in job training or other personal goals. Training volunteers to work with students using evidenced models should lead to similar success patterns.

Scarlet Thread Ministries: Operating six drop-in Youth Centers across Wayne County, Scarlet Thread is uniquely positioned to help Wayne CAP and YAP and Literacy Volunteers recruit volunteers for Youth Court, tutoring and mentoring from our faith-based community. Scarlet Thread's Executive Director, Don DiCraсто, has over 25 years of experience in youth work and he is the Chairperson of the Wayne County Youth Board convened by the Dept. of Aging & Youth. Each week, Scarlet Thread serves over 200 young people in their drop-in youth centers and organize more than 50 volunteers with only 1.5 FTE staff. They have a Board of Directors that is filled with representatives from local churches. The contacts in the community for this 22 year-old organization are an invaluable asset for the establishment of food pantry locations and building lasting connections with people who regularly contribute to the overall good of our community. Some of Scarlet Thread's volunteers have been with that organization for over a

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decade and include retired teachers and professionals who would benefit from our tutor training program. The recreation available at their drop-in programs can help achieve health objectives.

Wayne County Action Program: Operating a series of programs, including Head Start, Wayne CAP Works, and Wayne CAP Youth & Family Intervention Programs, AmeriCorps Volunteers and Advantage After School Programs, Wayne CAP is a persistent force for good in Wayne County. Since 1966, Wayne County Action Program, Inc. (Wayne CAP) has implemented vital programs based on the philosophy that individuals do not act in isolation but belong to a larger family and community. Their goal is to use strength-based strategies to move individuals and families to self-sufficiency through a variety of empowerment programs. They have the infrastructure and experience to manage eleven separate departments and programs in fifteen locations throughout the county and serve all 15 towns in the county with approximately 198 staff and a budget of over \$6.7 million dollars in federal, state/county and private funding. Their work includes community education through home visiting/group participation, provision of skills and resources for families and individuals in crisis, educational preschool and school-age childcare, workforce development, housing for veterans, weatherization of low-income homes and extensive volunteer opportunities for Wayne County senior citizens. While Wayne CAP will bring broader access to a host of services at access points established by our Family Support Centers, a role in this project that is supported by funds in the budget is the establishment of the Adult Mentoring program. Programs like Big Brothers and Big Sisters have been ineffective for the past decade in Wayne County as there is not enough philanthropy to support their high cost models. The NYS Mentoring Program has funding for background checks and a program design that is available for communities to access. Recruitment and support for the program structure will be provided by Wayne CAP, who used AmeriCorps volunteers this year to help us

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successfully launch a NYS Peer Mentoring program. Wayne CAP also operates the STEADY Work program—an opportunity for young people to find employment with supported job coaching and goal setting; this may be a good support service for our young people in Check and Connect or RENEW case management/FBA interventions.

Department of Aging and Youth: The Department of Aging and Youth will link this project to other resources throughout the county; maximizing the skill set and knowledge base of its intervention workers. The Youth Board has over 20 members from across the county and those meetings will provide an opportunity for the development of additional community partners from faith based agencies. The Department of Aging and Youth also supervises our homeless and runaway youth programs and is attentive to the needs of sexually exploited youth through partnerships with Wayne County Pre-Trial and the Victim Resource Center. The Department of Youth Co-Chairs the WCPSF and has been instrumental in supporting the development of a more organized approach to mentoring.

Department of Mental Health: In their role as the experts in behavioral health, the Department of Mental Health has been responsible for the interview, hire and staff expansion of co-located Mental Health satellite clinics. As an in-kind service they will be responsible for regulatory concerns, collecting data and sharing data (in compliance with HIPPA) around the number of young people benefiting from the services. The clinics and staff are provided at no-cost to the schools. The schools provide a place for treatment to occur and WBHN will maintain their current treatment patterns, which require the involvement of family, the oversight of a medical doctor and the use of evidenced-based psychotherapy like CBT and MAT. In addition, the Department of Mental Health will continue to support the development of the Suicide Prevention Coalition and will continue to attend WCPSF meetings while contributing to the development of

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the collaborative relationships required for a small rural county to improve student outcomes. They remain responsible for the delivery of Life Skills (Botvin's) in our middle schools. They provide oversight for all mental health activities in the county and have offered schools an alignment pattern to follow for supporting students.

Department of Public Health: The Department of Public Health has a coordinating role in this proposal. Behavioral health is a priority focus for the County Health Improvement Plan, to be addressed through cooperation with schools to install evidenced based programs. Work with schools is specifically articulated in the plan and the Wayne Health Improvement Partnership is required to work towards that goal and monitor progress of implementation—they co-locate their meetings with the Wayne County Partnership's Behavioral Health work group. The Department of Public Health will continue to focus health sector agencies' expertise and resources on the expansion of the use of evidenced-based programs organized by the Tiered System of Supports. The Community School Coordinators will be able to facilitate processes for teams of educators to link to resources available through the Department of Public Health. Recognizing the concerns with obesity and the need for dental care, the Department of Public Health is willing to use the relationships with health care providers to facilitate and expand nutritional education, develop telehealth or mobile clinics and install medical and dental clinics into schools during the course of the project. The Department of Public Health can activate the Wayne County Rural Health Network to help establish these clinics and connect us to broader regional health networks including large multi-county Medicaid reform initiatives. Our Project Director will take the lead on this initiative until there are building specific items for our Community School Coordinators to address. Telehealth is already being practiced less than five miles from our schools.

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Wayne County Sheriff’s Office: Our four schools will have a School Resource Officer (SRO) from the Wayne County Sheriff’s Office. These officers are trained in restorative justice and to meet the root causes of the behavioral symptoms we observe—academic failure, chronic absence and disruptive behavior are symptoms of poverty and trauma. We are working to build an environment where students and staff feel safe. Therefore, the SRO is not on site to arrest students, but to build relationships and student confidence in the systems that maintain order in our society. Our data show a 10% increase in trust in the SRO position in the one middle/high school that maintained an SRO. Likewise, students in schools with SROs at any time in the year also reported feeling safer. In our Evalumetrics Youth Survey, schools in Wayne County that deployed an SRO from the Wayne County Sheriff’s Office felt safer and were more likely to have someone to reach out to for help (Table 30).

Table 31

| MEASURE | SRO | WITHOUT SRO |
|---|--------------|--------------------|
| Do NOT feel safe at school | 18.8% | 28.0% |
| Would not ask for help/ don’t know where to get help | 23.1% | 39.8% |

The Wayne County Sheriff’s Office interact regularly with other county agencies—Child Protective Services, Victim Resource Center and our schools. Involving them in our Community Schools model will bring expertise in cyber-safety, drug abuse, vehicle safety and campus safety into our collective effort for community improvement. When they know how to refer, SROs are an excellent referral source. When our SROs explain to other road patrol deputies and law enforcement agencies about the resources available through our Family Support Centers and Community Schools Office, the officers will be able to connect our young people and families to needed services. Our SROs and road patrol deputies already work regularly with Wayne Behavioral Health, the Department of Aging & Youth and the Youth Advocate Program

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to address the needs of our most vulnerable and troubled young people. Because they were trained in Restorative Practices, our SRO's can lead conflict resolution and harm repair circles. Their involvement in mentoring, youth court, referrals to mental health clinics and support for young people receiving Check and Connect or RENEW services will augment pipeline services.

Youth Advocate Program: Locally, the Youth Advocate Program office is central to intervention work with our neediest families who are involved with the court system. The local office is linked to a national office with broad experience and deep expertise. The Youth Advocate Program (YAP) is one of the largest not-for-profit agencies providing exclusively non-residential, community-based programs for youth and their families. YAP currently has programs in 22 states and the District of Columbia, serves 25 major US cities as well as dozens of other urban, suburban and rural communities, and works internationally in Europe, Africa, and South America. YAP has developed unique service delivery principles that guide its work with youth and families involved in the Juvenile Justice, Child Welfare, Behavioral Health and Education systems. YAP staff, who reside in or near the neighborhoods they serve, work non-traditional, flexible hours and are accessible 24/7. Their demonstrated ability to recruit and energize indigenous resident leaders within neighborhoods is another unique element of their success. External evaluations of YAP confirm the validity of their approach and the model has also been cited by several external bodies, including the Annie E. Casey Foundation, as a "promising practice" in providing effective alternatives to institutional care. YAP is certified by the Council on Accreditation (COA). YAP's primary focus is providing direct service to vulnerable and high need youth and families, serving more than 10,000 families a year through programs in over 100 counties and 22 states. Services include providing support to youth involved in the juvenile justice system to working with youth and families in the child welfare

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system, with behavioral health needs, with developmental disabilities, with school and educational challenges, and, most recently, with adults in the justice system. This broad experience will help YAP guide local agencies through the complexities of the “Raise the Age” initiative in New York State and meet the needs of additional demands on the family court system. While the adjustment in policy is laudable, the need for schools and family courts to adjust to age 18 as the age of criminal responsibility will benefit greatly from a cooperative cross-sector response; in our rural setting a Community School approach makes the most sense to meet these needs and YAP’s support of the launch of a Youth Court will model restorative practices for our five schools while building efficacy and voice for our young people.

Family Counseling Services of the Finger Lakes: FCSFL is a member of the NYS Association of Family Service Agencies, and a member of the National Council for Behavioral Health’s Adoption of Trauma-informed Approaches Learning Community, provides an array of services for both youth and their families. The NYS Department of Justice awarded FCSFL a grant to train agencies across a twelve-county region in Adverse Childhood Experiences (ACES). FCSFL will be the agency guiding our schools and Wayne County through the implementation and utilization of a unified Trauma Informed Approach. Central to this unified approach is the Trauma Informed expertise that Family Counseling Services of the Finger Lakes will bring to the project. In our communities and in our schools we will begin to learn together how to ask, “What happened to you?” instead of “What’s wrong with you?” The WCPSF has made Trauma Informed Communities and awareness around Adverse Childhood Experiences a goal. This is an opportunity to work more closely with FCSFL to build a culture of recovery, resilience and hope. FCSFL is recognized regionally for its leadership in training and consulting in trauma-informed approaches. FCSFL participated in the National Council for Behavioral

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Health's, "Adoption of Trauma-informed Approaches Learning Community". They used this national expertise to develop their Trauma Informed Training for our schools and the Finger Lakes Resilience Network. FCSFL will help our schools and Wayne County integrate trauma informed approaches into the broader community context.

Wayne Action for Racial Equality: (WARE) "WARE believes that no one is born a racist, but recognizes that the historical damage caused by racism hurts everyone in different ways. Racism is a by-product of misinformation which we all have received and now need to confront...WARE endeavors to shape a future where the process of change is as important as the product and blame and/or divisiveness is replaced with direct action, community education/engagement and advocacy."²⁷ WARE's belief that our views on race impact our relationships and our society are an understanding we need to embrace. Our Community School Coordinators will be trained by WARE to understand and articulate Implicit Bias as a construct of the way we see the world based on input from society. Bias is not our fault, but being aware of bias is our responsibility. Our Community School Coordinators will help our schools learn that structural and institutional damage occur when people with the power to impact lives—like a Principal determining a suspension—allow bias to influence an interpretation of subjective events and subsequent determinations. Our young people of color are up to 5 times more likely to be suspended in our participating schools, and it is critical that our schools understand the role of bias in subjective determinations. WARE will train our Project Director and our Community School Coordinators and then together with WARE the work of equity will form a central tenant of our work. Racial bias is one concern, and we will learn that we can possess bias that can impact decisions based on gender, weight, age, socioeconomic status and more. Our Community Schools will be gateways to equity.

²⁷ <http://wayneaction.org/philosophy> April, 2019.

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Reasonableness of costs in consideration for services provided:

Cost analysis indicates that the overall cost for the implementation of our project will cost less than \$300 per student annually; this cost is significantly less than the cost of text books and barely a fraction of the annual average cost per pupil of for New York State. The value added by leveraging community resources should result in an overall cost savings for the community—for example, the cost to securely incarcerate one young person in New York State is on average over \$290,000 per year.²⁸ If through early intervention a mentoring relationship or restorative practices can maintain just the presence of two young people in the community instead of placement in detention, the project will have already resulted in a net gain and have an immediate return on investment for the tax payer.

National expertise arriving onsite to provide guidance instills confidence. The value added to the community is not measured so much in how affordable this initiative is per pupil or overall—but rather in how much more impact will be gained from the enhanced coordination of existing resources. Earlier intervention will save fiscal cost as well as the immeasurable cost of human suffering. The reasonable cost of the project is clear and fiscally responsible persons recognize such efforts as an investment in the well-being of young people and prudent purchase prevention rather than expensive intervention and treatment. The program also leverages existing investments in the development of the Community Schools Model from local and state sources.

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

Collaborative Support & Advisory Boards

Our collaborative partners understand that grant management requires a comprehensive work plan and cooperative effort to achieve designated goals and objective. Working together to

²⁸ Interview. Shelley Bently. Deputy Director, Wayne County Department of Social Services. April, 2019.

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operate the SSHS grants, 21st CCLC grants, the School Climate Transformation grant and Project AWARE has built trusting relationships through problem solving and working together; our agencies understand each other more than before these projects began, leading to a high level of trust. Our project is being proposed from the secure foundation of nearly a decade of partnership. Our collaborative network is available to support the Project Director and individual Community School Coordinators as the project is developed and implemented.

Supervisory Structure to Monitor Adherence to Budget & Timeline

With the collaborative support of WCPSF as an Advisory Board, we have a track record of maintaining projects that are on time and on budget, with noteworthy fiscal management of grant funds. Sodus CSD has never had a single audit finding for grants and no attempt to overdraw any funding source has ever been made. An independent fund is set aside in the “F” Code category; weekly reports are reviewed by the person assigned as a Project Director to ensure that all expenditures are appropriate, allowable and reasonable. The Sodus CSD Business Office provides internal and external audit services. Grant allocations and expenditures are tracked using *nVision*, a financial management system that provides immediate electronic access to the Project Director to monitor the flow and approval of requisitions, payroll, encumbrances, expenses and is likewise accessible to the Treasurer and Assistant Superintendent for Business as well as the internal auditor for transparent oversight and efficiency. The LEA will follow the budget and operational requirements as related to the Educational Department General Administrative Regulations and the U.S. Office of Management and Budget (OMB) applicable circulars. The LEA will establish an internal budget number that will be coded separately from the district’s general fund so that comingling of funds does not occur. The Project Director and Assistant Superintendent are required to approve or deny all purchase order requests, time sheets

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and invoices. The Project Director will balance accounts monthly and ensure the percentage of budget for administration, staff development and LEA direct service is within approved limits. Quarterly financial reports will be provided to the Advisory Committee on how the expenses supported the work plan. When purchasing non-consumable supplies, each item will be inventoried and a location noted of where the item will be used or stored. Inventory number stickers will be placed on non-consumable items. The funds are siloed and shielded to prevent supplanting or errant misuse.

While the funds are shielded, the fiscal management and project implementation are interwoven and will reside with Jay Roscup, Project Director. He is currently employed as the Project Director for the School Climate Transformation grant at Lyons CSD; this grant will sunset Sept 30, 2019. He is also serving as the Project Director for the Mental Health Awareness Training program designed to train people in Youth Mental Health First Aid, Mental Health First Aid and Therapeutic Crisis Intervention. Orchestrating multiple funding streams in a cohesive fashion while maintaining the individual objectives for each project is essential for success and our consortium has demonstrated the capacity to accomplish that balance, achieving objectives and sustaining initiatives in a meaningful way beyond the end of the project. For this project, our Community School Coordinators will be funded by this proposal and they will need to interface seamlessly with our 21st CCLC Coordinators and our McKinney-Vento Homeless Liaisons and our community partners who often provide grant funded services.

The Project Director will report to the Sodus Superintendent for project matters and the Assistant Superintendent for Business for fiscal matters. The Project Director will maintain oversight of the four Community School Coordinators and all grant contracts for adherence to grant timelines and progress towards grant objectives. The Community School Coordinators will

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report to the Building Principal for day-to-day direction and link with Multi-Tiered Systems of Supports Teams for integration of community services into school functions (Tier 1-prevention & promotion; Tier 2- early intervention & support; Tier 3- crisis and clinical support). Flow from the Superintendents/County Department Directors for the project is depicted in Table 32 below and a meeting structure that will orchestrate systemic information flow and responsive service provision is found in Table 33. The Multi-Tiered System of Supports teams unify the work across buildings and within them. The teams keep the work “person centered” and student first. Tier 1 Teams are primarily teachers and MTSS Coaches/Coordinators. Tier 2 and 3 teams consist of lead teachers, administrators, counselors, psychologists and MTSS Coaches and Coordinators. Community Partners can join these meetings; this is common practice in Sodus and can be shared out across districts. At Tier 1 the entire population is considered and discussions will center on “What does every student need?” Tier 2 will ask, “What can we provide to small groups of students to strengthen Tier 1?” The Tier 2 groups are decided based on student need—for example, Vaping and e-cigarettes are a major issue. A small group can be convened to discuss the health

²⁹risks with students who have been documented as students who use e-cigarettes. Tier 3 asks, “What does this student need?” At this juncture, individual plans for students are made.

Designing Schoolwide Systems for Student Success

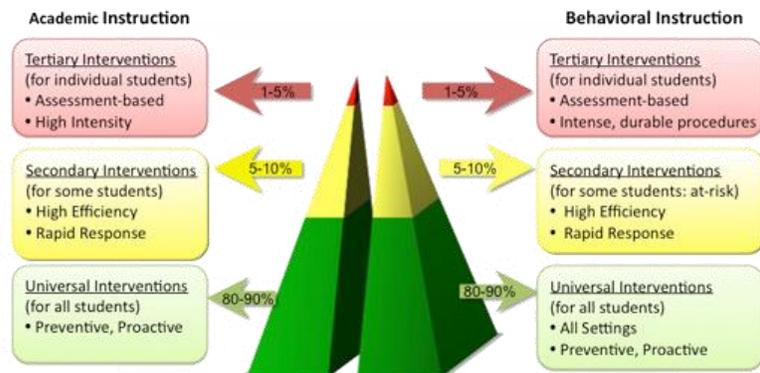


Figure 1: PBIS.ORG What is MTSS?

²⁹ What is MTSS? <https://www.pbis.org/school/mtss?text-only> Accessed April 2019.

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Our Community Schools Coordinators will link services at each Tier of support by working with Mental Health clinicians, SRO’s, social workers, teachers, administrators—not in single encounters—but as part of a systematic approach. This work has already helped one of our districts move off of the NYS Focus District list and become a school of good standing; when school resources are augmented with community supports, we will be able to serve more students sooner with higher quality programs than we can with school resources alone.

Table 32

| School Leadership Structure | Management Structure | Advisory Structure |
|---|---|---|
| School Superintendents | Community Schools Director | Wayne County Partnership for Strengthening Families |
| Building Principals | Community Schools Coordinators | WCPSF Workgroups: Family Resources Education Behavioral Health Maximizing out of School Time |
| Multi-Tiered System of Support Teams | Multi-Tiered System of Support Teams | Multi-Tiered System of Support Teams |

The Organizational Structure is supported by the following meeting calendar (Table 33):

Table 33

| Meeting Title | Purpose | Frequency | Key Attendees |
|--------------------------|----------------------------------|------------------|---|
| WCPSF Whole Group | Information Sharing & Networking | 5x per year | Partners, school reps & Community School Coordinators and over 40 community partners & schools; Project Director will facilitate these meetings. |
| WCPSF Workgroups | Focus | 6x per year | Align resources for the purposes of strengthening families—specifically using schools’ capacity to focus resources on needy populations – Community School Coordinators will attend |

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|---|---|---------------------------------|--|
| Wayne County MTSS | Skill Building for MTSS Work | 4x per year | Coordinate and manage countywide interventions and practices to make sure schools have a menu of evidenced based programs to use—Project Director and Community School Coordinators will attend |
| Community School Coordinators Meeting | County Coordinator & Each Coordinator | 1x per month | Project Director & Community School Coordinators from each district—guests as invited |
| Faculty Meeting | Professional Dev & Management | 1x per month | Principal and all staff including the FTE Community School Coordinator |
| Grade Level Meetings | Planning Supports & Instruction | Weekly | Teachers (Community Schools Staff, others as guests) |
| Tier 1 Team Meeting | Universal Support-planning what all students need | 10 x per yr. & 2 days in summer | Principal, MTSS (PBIS) Coordinator, PBIS Coaches, Teacher Leaders & Community School Coordinators |
| Tier 2/3 Student Support Team Meetings | Refer, organize & track small group & individual supports & their effectiveness | Bi-weekly | Principal, MTSS (PBIS) Coordinator, PBIS Coaches, Guidance Counselor, Teacher Leaders & Community School Coordinators with Service Providers & Partners guests to address specific support plans |

Because of the intensity of the work and the requirement to work across sectors, all of our Community School Coordinators will have had experience in a regular school day setting and at least on other related setting such as afterschool, mental health or dual-enrollment. We have a group of Community School Coordinators selected (resumes in appendices) who we believe can engage faculty and administration with credibility, build rapport with students, understand how to use data to inform team decisions, and develop deeper understanding of cross-sector work in a school setting. Our team will be capable to begin with and staffed by people who are life-long learners.

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Key Milestones & Comprehensive Timeline: The “Community School Standards”³⁰ produced by IEL and the Coalition for Community Schools provide milestones for our journey. Our progress can be measured not only by passing by an accomplishment, but by continual improvement on a standard. All of the standards are arranged to outline growth of a Full Service Community School, and the standards most useful to our project as milestones include:

Standard 1.1—Interdisciplinary cross-sector community partners share responsibility and accountability for students and school success. In Wayne County, we share the work and growing to share the responsibility for outcomes is our next step.

Standard 2.1—A commitment to a shared vision and mission of student success drives educators, families, and community partners in their planning. For us, this means moving away from academic metrics alone and looking at whole community and whole child.

Standard 3.1 A dedicated full time Community School Coordinator facilitates alignment of school, family and community resources. We will hire coordinators immediately. Alignment of resources will be reviewed for steadily improving cohesion and comprehensiveness (Goal V)

Standard 7.5 Students have access to enriching summer learning experiences and Standard 7.4 students have access to enriching afterschool programs that are aligned with the curriculum.

These standards mean improved coordination of existing pipeline services for our school.

Standard 8.3 Health and social supports and services respond to the needs of students, and families, and focus on both prevention and treatment. Performance on this standard will mean that we have successfully launched our new pipeline services.

Standard 10.1: The school is a venue for exploring assets and addressing challenges affecting the school and the community. Looking beyond the school walls and integrating with the community is a hopeful milestone for our project. It symbolizes an essential culture change.

³⁰ http://www.communityschools.org/resources/community_schools_standards_.aspx

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Table 34

The Sodus Superintendent will directly supervise the Project Director who is responsible for maintaining and updating the timeline and creating action plans for each school. Quarter 1= Fall (Oct-Dec) Quarter 2= (Jan-Mar) Quarter 3 =(April-June) Quarter 4= (July-Sept) Summer and initial school year activities (Sept start for NY Schools) both occur during Quarter 4.

Project Director= PD; Community School Coordinator = CSC.

| <i>PD= Project Director; CSC= Community School Coordinator</i> | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | |
|--|----------------------------|--------------------------------|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|-----------|---|---|---|
| Project Start Up | | | Quarterly | | | | Quarterly | | | | Quarterly | | | | Quarterly | | | | Quarterly | | | |
| Activities | Persons Responsible | Evidence & Outcomes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Grant Award Announced | U.S.ED | Contract-award letter | x | | | | | | | | | | | | | | | | | | | |
| Prepare and Mail Press release | Project Director (PD) | Community aware | x | | | | | | | | | | | | | | | | | | | |
| Community Schools Project Director job assigned to Jay Roscup | Superintendent | BOE | x | | | | | | | | | | | | | | | | | | | |
| Community Schools Coordinators Positions Posted | Human Resources (HR) | Newsprint-Internet | x | | | | | | | | | | | | | | | | | | | |
| Community Schools Coordinators Hired | PD and HR offices | Employment contract | x | | | | | | | | | | | | | | | | | | | |
| Back to School Bash | CSC & PD & all partners | Attendance & parent contacts | | | | x | | | | x | | | | x | | | | x | | | | x |
| Alumni Art Residencies | CSC & staff from centers | Student interest forms | | x | x | | | x | x | | | x | x | | | x | x | | | x | x | |

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|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Meeting of Principals, Superintendents & Community Schools Staff to Review Objectives | PD | Meeting notes w/ attendance, Management Plan Review | x | | | | x | | | | x | | | | x | | | | x | | | |
| Wayne County Partnership for Strengthening Families serves as advisory board | PD | Management Plan review | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Fiscal Controls are established and tested to prevent supplanting & inappropriate expenditures | PD & Business Office | Verification of protocols & procedures | x | | | | x | | | | x | | | | x | | | | x | | | |
| Contracts for service with parents & providers | PD | Written agreements for service | x | | | | x | | | | x | | | | x | | | | x | | | |
| Evalumetrics establishes and tests Data collection protocols & systems | PD, LEA Business Administrator, CMT and Evaluator | Contract secured | x | | | | x | | | | x | | | | x | | | | x | | | |
| Project Management, | | | | | | | | | | | | | | | | | | | | | | |
| Annual Action Plans for each building using evaluation feedback for continual improvement-- Year 1 use baseline data | Community School Coordinators (CSC)s & PD | Action plans with measurable outcomes & due dates & persons responsible | x | | | x | | | | x | | | | x | | | | | x | | | x |

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|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Wayne County Partnership for Strengthening Families (ADVISORY BOARD) Meeting-- 5 meetings per yr. | CSCs & PD | Progress notes on action plans & meeting minutes | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Community Schools TA Center (East) TAS calls | CSC & PD | Progress notes on action plans & meeting minutes | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Community Schools TA Center (East) TAS visits or events | CSD, PD & School leaders & MTSS Teams | Progress notes on action plans & meeting minutes | x | | x | | x | | x | | x | | x | | x | | x | | x | | x | |
| Midwest PBIS MTSS or FBA training, support for integration of community resources into school intervention systems; evaluation; | CSD, PD & School leaders & MTSS Teams | Progress notes on action plans & meeting minutes | | x | | x | | x | | x | | x | | x | | x | | x | | x | | x |
| MTSS fidelity check | Project Director & Midwest PBIS | Tiered Fidelity Inventory | | | x | | | | x | | | | x | | | | x | | | | x | |
| Network for Youth Success training & support for Out of School Time development | Afterschool Staff & Project Director & Tier 1 Teams | Progress notes on action plans & meeting minutes | | x | x | | | x | x | | | x | x | | | x | x | | | x | x | |

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|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Youth Court participant training | WCPSF CSC & PD | List of trained participants | x | | | x | | | | x | | | | x | | | | | | | | |
| EVALUATION- Focus groups with participants & clients; 10 item survey pre/post for clients | Evalumetrics & WCPSF CSC & PD | Youth Court Evaluation Report; changes in training based on evaluation | | | | x | | | | x | | | | x | | | | | | | x | |
| Youth Court Restorative Justice sessions held 2x per month | WCPSF CSC & PD | List of participants; redacted list of clients | x | x | x | | x | x | x | | x | x | x | | x | x | x | | x | x | x | |
| Restorative Practices training for school staff-- Year 1: Tier 1, Year 2 & 3- Tier 2, Year 4 & 5- Tier 3 | School Trained Teams, YAP, MTSS Teams, CSC | Menu of restorative practices, reduced referrals & suspensions | x | | | x | x | | | x | x | | | x | x | | | x | x | | | x |
| EVALUATION: Restorative Practices Fidelity Assessment | WCPSF CSC & PD | Fidelity Checklist Report | | x | | | | x | | | x | | | | x | | | | | x | | |
| RENEW Case Management for Tier 3 at-risk young people begins led by Community School Coordinators | MTSS Tier 3 team, CSCs And fidelity oversight by PD | # of Students supported; progress towards student goals | | x | x | | x | x | x | | x | x | x | | x | x | x | | x | x | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Tutoring Resource Center hours established for general support | Literacy Volunteers & PD & CSC's | # of tutors recruited; # of tutors trained | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| EVALUATION: Tutoring Center Satisfaction Survey & Goal Attainment Scaling | Literacy Volunteers & Evalumetrics & PD & CSC's | Overall satisfaction rating for support; % of participants that made progress toward personal goals | | | x | | | | x | | | | x | | | | x | | | | x | |
| EVALUTION: Collaboration Survey among partners to measure increased coordination around existing & new pipeline services | Evalumetrics & PD | Increased annual score | x | | | | x | | | | x | | | | x | | | | x | | | |
| Increase coordination between local food pantry locations and each ; develop referral system & on site food banks | PD & CSC's & WCPSF | # of persons assisted; response to food security questions on Youth Survey | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Establish regular medical clinic visits for wellness checks and dental care- pilot year 1 & 2; expand year 3 & install year 4 & 5 | PD & CSC's & Public Health | # of persons assisted; response to health questions on Youth Survey | | | x | | | | x | | x | | x | | x | x | x | | x | x | x | x |

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| | | | | | | | | | | | | | | | | | |
|---|---------------------------|---|--|---|---|---|---|---|--|---|---|--|---|---|---|---|---|
| EVALUATION: Evalumetrics Youth Survey | Evalumetrics & PD & CSC's | Quantitative data analyzed by Evalumetrics | | x | | | x | | | x | | | x | | | x | |
| EVALUATION: Evalumetrics Parent Survey | Evalumetrics & PD & CSC's | Quantitative data analyzed by Evalumetrics | | | x | | | x | | | x | | | x | | | x |
| EVALUATION: Evalumetrics Staff Survey | Evalumetrics & PD & CSC's | Quantitative data analyzed by Evalumetrics | | | x | | | x | | | x | | | x | | | x |
| EVALUATION: Focus groups with students, parents & staff around the impact of pipeline services | Evalumetrics & PD & CSC's | Qualitative data summarized by Evalumetrics | | x | | | x | | | x | | | x | | | x | |
| Report to Superintendents Council on Full Service Community Schools Progress | Evaluator & PD & CSC's | Agenda and meeting notes | | x | | x | | x | | x | | | x | | x | | x |
| Complete necessary GPRA, Outcome Measure and Process Reports (dates TBD) | Evaluator; PD & CSC's | USDOE reports | | x | | x | | x | | x | | | x | | x | | X |
| Public availability of evaluation results | Evaluator; PD & CSC's | Evaluation posted on WCSPF Website | | | | x | x | | | x | x | | | x | x | | x |

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Roles & Time Commitment of Key Staff:

There will be a total of 5 full time employees associated with this project as well as additional consultants and leveraged services. Jay Roscup (resume included w/ job description in appendices) will be the Project Director and immediately responsible for the implementation of the Full-Service Community Schools program. The Project Director will be housed at Sodus CSD and will oversee all four school buildings. For the past four years, Mr. Roscup was an employee of Lyons CSD and served as the Consortium Grants Administrator. Mr. Roscup was selected to operate this office because of his credible record as the Project Lead and his capacity to maintain responsibility for both the fiscal and program oversight, as well as to ensure the continuity and sustainability of current Community Schools activities. In addition to holding a Master's Degree, Mr. Roscup earned a Certificate of Advanced Study in Educational Leadership from SUNY Brockport, and is a NYS-certified School District Leader and School Building Leader. He has extensive experience in grant management and implementation, and has administered multiple grant-funded initiatives for consortium members including successful Project AWARE, Safe Schools Healthy Students and 21st CCLC projects. To meet the objectives of this project, the Project Director will be allocated full-time to implementing the Community School model.

Community Schools Coordinators.

A full-time Community School Coordinator will be at each participating school. The Community School Coordinator (CSC) will work with the Project Director and school leadership to identify needs and align services with the school vision by developing an effective partnership and program plan (see included position description). The CSC will work to create access to resources within and outside the school, including services that address medical,

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social/emotional, recreational, and academic needs for students and families. Through ongoing needs assessments, communication and feedback, the CSC will capitalize on school strengths, develop clear goals for the school community, and assess program effectiveness. Supervised by the Building Principal, the CSC will be responsible for pipeline service coordination, installation, progress monitoring, family engagement, staff presentations and other duties as described in the included position description. To effectively meet program objectives, each CSC will be allocated full-time to the implementation of the Full-Service Community Schools Grant Program at one school. They will build relationships with the MTSS teams and link each service to the team that can best assist in coordinating delivery. For example, Tier II and Tier III teams will be instrumental in rolling out FBA Interventions like Check In/Check Out and RENEW. Tier 1 Teams will be better suited for making sure all students participate in community building circles as part of our installation of Restorative Practices.

Project Support Consultants & Other Staff:

The Project will be supported by an in kind .25 FTE clerical staff housed at the Sodus District Office, a part time staff person hired by the Red Creek Community Center and a part time staff person hired by the Lyons Community Center, two Wayne County Partnerships for Strengthening Families consultants for the NYS Mentoring program to expand into recruiting adult mentors for high school students and a Youth Court consultant to manage the operations of the Youth Court. The Youth Advocate Program will provide the Wayne County Partnership for Strengthening Families with vetted consultants for Mentoring and Youth Court and support the hire of the community center staff. YAP is a multi-state youth intervention service that possesses incredible recruiting power for specialized services. All of these auxiliary staff will also recruit volunteers and help to build momentum for the project. Each of these supporting

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experts will be directly monitored by the Project Director and anyone receiving monetary compensation from the project will be required to attend Advisory Board meetings. The evaluation consultant on this project will be available for 36 days during the first year to operationalize reporting structures and continual improvement methods all tied to data reporting aligned with the goals and objectives of the project.

Sustainability Plans:

We have conducted an initial review of our program to determine our capacity for sustaining each function of our work. Too often sustainability is narrowly defined as a funding concern. Our Full Service Community School program will benefit from a strong sustainability plan that combines collaborative support, strategic alignment, data collection and valued evidenced based practice to generate multiple pathways for continuation of program activities. Recently the Partnership began to use “*Sustaining Improved Outcomes: A Toolkit*”.³¹ Sustaining continual improvement processes is addressed comprehensively and a challenge is issued to view sustainability as period of steady growth rather than frantic efforts for survival. There are twelve specific components for sustainability and during our consortium planning efforts, we reviewed carefully each step using the questions provided from the toolkit. These resources will be used by the Project Director and the Community Schools Coordinators to provide a clear structure to sustainability efforts.

1) Perceived Value: Our goals and objectives were selected in part because they are outcomes that are desirable for all of our schools. Progress towards those objectives will be a compelling rationale for the continuation of our pipeline services carefully coordinated by our Trauma Informed Community Schools model. As we reduce disciplinary referrals, additional time for Principals to engage in educational leadership around matters of curriculum and instruction can

³¹ <https://nyshealthfoundation.org/resource/sustaining-improved-outcomes-a-toolkit/>

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be shared with infographics and presentations that explain the value to the school. For example, if an average office referral absorbs twelve minutes of time from an administrator, then a reduction of 100 referrals would return 20 hours of time for school improvement tasks. Check and Connect will improve school attendance and graduation rates. One role of the Community Schools staff will be to gather and share these data in their monthly reports to Superintendents and inform community partners while attending the WCPSF, other county and regional network meetings. Increasing the perceived value of Community Schools strategies will rally support for continuing individual aspects of the work and the project as a whole.

2) Shared Models: We are using models that have been developed to fit in our districts and be supported across our rural county. Shared models support training. At an individual school, our professional development is hampered by our inability to find qualified substitutes. For example, if we host a Trauma Informed Schools training at one school, that school may only be able to send five or six staff depending on availability—but when other schools join in and also send staff we have a full training. We can duplicate that training until all staff have been trained. This is far more efficient than the alternative of waiting for a day when all school staff are available—those days are few and highly contested and frequently obligated for compliance matters. Planning meetings required for this type of integration are in place and will be enhanced by our Community Schools staff. Additionally many of our models are evidenced based promising practices that are shared across the nation. Dual-enrollment programs, peer tutoring, interventions like Check & Connect, Check-in/Check Out and Renew are accessible platforms, re-training and embedding fidelity practice as a part of a school culture is possible.

3) Partners: Each goal is intentionally attached to a supporting network of partners. We have spent several years building connections between our districts and between each school and our

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partners. Without the support of one another and our community partners we would not have been ready to propose a comprehensive system for our intervention and prevention work that would address implicit bias, trauma and disproportionate discipline. Schools are not able to address nutrition, medical and dental needs without partners. The Satellite Mental Health Offices have demonstrated that schools do not need to push forward alone; when we allow partners access to space and basic school interfaces with parents and students, our partners can help us to lift the burden our students carry. The WCPSF will be the primary networking location for our Community Schools; all schools and partner representatives already attend partnership meetings and workgroup meetings.

4) Monitoring/ Feedback: All our consortium districts participated in the EYS data collection efforts; multiple districts are using the same data sets to examine community problems so we can provide feedback on our performance relative to regional districts. We have data extending back to 2011 and we have agreements to continue administration of the survey every two years. The advent of web-based survey completion has reduced cost and increased accessibility.

Unfortunately, our survey analysis shows that there has been little change in the disproportionate risk for non-white students, especially non-white males. Tracking that trend and other changes will build arguments for sustaining our Community Schools work. We will also be able to track changes in staff climate data, parent opinions and the self-efficacy of students based on our current data collection alone. We believe that the dual enrollment efforts will impact the incredibly low opinion students have of the relevance of their coursework in senior high. Our evaluation plan will allow us to track and share our progress based on these indicators and share them with Superintendents and networks of partners. This feedback will contribute to the

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development of the perceived value of the program; it is important to identify how and why the Community Schools program improves outcomes for students.

5) Organizational Infrastructure: Much of the infrastructure required to sustain the specific components of this program are in place; each district has teams of teachers, counselors and administrators meeting as Multi-Tiered System of Support teams. There are Tier 1, Tier 2 and Tier 3 teams. Once initiated, many of these tasks can be carried out by these teams. For example, our McKinney-Vento grant utilized a director to review and install supports for homeless students into the structured agendas of these teams. That director is no longer required to sustain the work because of the level of integration we achieved. After the grant project concludes, the Coordinators could be sustained by the schools and the Project Director will not be required. The Multi-Tiered System of Supports infrastructure will provide the framework that will move our Community Schools past simply pooling resources and forward into the work of school improvement through targeted work on compelling issues like equity.

6) Spread: Because these programs will exist across a consortium, the effects of high turnover rates will be ameliorated. The organizational memory of our consortium is more durable than any one district. Exemplars of best practice, supporting research, model sites and implementation support groups will be established during the Full Service Community Schools program to make sure that each component has deep roots and broad branches.

7) Leadership: The Project Director for this work has been instrumental in successful grant projects including Project AWARE, Safe Schools Health Students and a School Climate Transformation grant. Jay Roscup has positive relationships with current Principals and Superintendents and deep enough relationships with surrounding school staff to manage transitions of executive leadership. His personal and professional dedication is to the welfare of

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the young people in Wayne County and he has been recognized repeatedly—in 2018 he was awarded the Genesee Valley ASCD Service Award, the Ivory Simmons Humanitarian Award by WARE and the Pioneer Library System asked him to receive an innovation award for community partnership between schools and libraries on behalf of Wayne MOST. Additionally, leaders like Sheriff Barry Virts and Mental Health Director James Haitz have led cooperative initiatives with the schools for decades. These leaders are able to have frank and honest discussions that maintain a focus on the work.

8) Organizational Fit: This program is aligned with the needs of our most vulnerable populations and strategically extends our current Community Schools efforts to more adequately address our most persistent areas of underperformance like successful transition to career or college. Our work is to further assimilate the components of programs like mentoring into our existing systems, adding their strengths to our own. For example, our MTSS teams will be able to now recommend more students to participate in mentoring based on their review of student needs and criteria provided. Grade level teacher teams will have trusted tutoring programs to access for teachers. Principals will have a Youth Court to refer high needs students for restorative return to school instead of exclusionary discipline.

9) Funding: The strategies are fiscally supported by annual Community Schools funding from New York State as part of our state aid package, existing 21st Century Community Learning Centers grants, Family and Community Engagement My Brother's Keeper grants, our Universal Pre-K grants and the organization of general fund monies. The New York State Mentoring program is offered at no cost. Diminishing Title II allocations have decreased the amount of professional learning available for districts and so building internal capacity is now critical for continual improvement efforts; working across a consortium can utilize principles of economies

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of scale to sustain long term quality professional development. We will use our evaluation plan to show cost savings associated with the success of Community Schools programs and gain support for key components (mentoring, dual-enrollment, check & connect) and the program as a whole. Pressing into the discussion around the importance of local funding support for these programs has already begun and will continue throughout the project period.

10) Staff: Currently, our schools have MTSS Coordinators, Data Coordinators and Instructional Coaches that are shared staff. Our Community Schools coordinators will be dedicated staff for specific schools. As work progresses, the function of each staff role will be continually examined for a sustainable continuation. For example, the Project Director role should be absorbed by the infrastructure that is developed during the Project. While 5.0 FTE are dedicated to the start of this project, only 4.0 FTE may be needed to continue the work and the function of that role will evolve over time and may reduce the need for staff associated with suspensions or chronic absenteeism.

11) Community Fit: Community Schools philosophy has been integrated into the improvement plans and strategic plans of each of our districts. Existing pipeline component programs were piloted in local communities and new programs are an extension of the considerations made from the implementation of existing services; WCPSF is in full support of this proposal, as our local school needs are an echo of the needs of our communities. Our Wayne County Business Council is exploring the community schools model and on May 9th, 2019 we will host a NYS Western Region Community Schools-MTSS Conference at our local training facility where more than 150 people from across the western part of the state will gather to learn more about Community Schools. Wayne County has high expectations for Community Schools.

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12) Policies: Designating community partners at the Board of Education level to increase accessibility and fluid sharing of physical resources is important. Codifying restorative practices into our Code of Conduct will ensure that the practices are continued and reviewed along with other policies—for example, the Code of Conduct will need to be adjusted for Youth Court to operate—school discipline must be held in abeyance while Youth Court holds hearings and monitors compliance for dispositions. Incorporating cooperative Professional Development outcomes at the district level to ensure schools are working together will build our shared model.

(e) Quality of the Project Evaluation (up to 25 points).

LOCAL EVALUATION: The Wayne County Community Schools Project will conduct activities designed to lead to the long-term outcome of establishing Full-Service Community Schools that improve the coordination, integration, accessibility and effectiveness of services for students and families in four target schools in Wayne County.

Figure E-1 provides a general program logic model including major goals, strategies and long-term and short-term outcomes. Figure E-2 provides an evaluation logic model with descriptions of goals and measurable objectives and outcomes. These are used to inform and guide the evaluation design.

The evaluation of the Wayne County Community Schools Project will be implemented by Evalumetrics Research, a professional planning, research and evaluation consulting firm with over 40 years of experience in evaluation of education, health and human service projects at the local, state and national level. Evalumetrics has developed an intimate knowledge of the Wayne County community through over 10 years of experience providing evaluation services for numerous community and school-based projects in the county.

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Wayne County is uniquely situated to conduct comprehensive process and outcome evaluation, utilizing the vast array of data collected by current coalition partners for numerous school and community-based programs. Several primary data collection tools were used in the project needs assessment and will provide the basis for a comprehensive evaluation. One primary source of data from students will be the Evalumetrics Youth Survey (EYS). The EYS was conducted in schools throughout Wayne County in 2013, 2015, and 2017, with the next survey scheduled for spring of 2019. In the spring of 2018, an abbreviated EYS was conducted and will be repeated in even-numbered years. The EYS is based on the Risk and Protective Factor Model developed at the University of Washington by J. David Hawkins, Richard Catalano and Janet Miller. The Risk and Protective Factor framework states that an individual student's likelihood of being involved in substance abuse, violence or other negative behavior is related to various risk and protective factors and increases relative to the number of factors from which the student is at-risk. Thus, an additional measure of overall risk in a community is the number of students reporting multiple factors beyond the at-risk level. Risk factors fall in four domains: School, Individual/Peer, Family and Community. The EYS measures 33 risk and protective factors as well as the prevalence of critical health risk behaviors such as substance use, violence and depression. The EYS also includes items from the Youth Risk Behavior Survey from the Centers for Disease Control related to diet and exercise. The EYS includes questions about students' attitudes toward and connection to school, family and community. Individual survey items and several scales directly address students' attachment to school and community. The flexibility of the EYS allows the addition of survey items specific to project strategies and desired outcomes.

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Additional primary data collection tools include the Control Attribute Means-ends Inventory (CAMI) a validated instrument that measures 10 scales related to self-efficacy; an attribute that has been identified as a critical intervening variable in the success of the strategies described in this proposal. CAMI has been completed by all 5th through 8th grade students in six districts including all project schools annually since 2014. All students in 6th, 7th, and 8th grade complete the Life Skills Training (LST) Health Survey that is the pre- post-program measure of learning objectives including substance abuse knowledge and resistance skills. Parents or guardians complete the Kindergarten Registration Survey at the point of registering young children for kindergarten. This survey collects information on the child's readiness for school, home environment, household characteristics, and exposure to adverse childhood experiences.

Primary qualitative measures include numerous focus groups conducted by the evaluation consultant. Focus groups are conducted with middle and high school students at the annual Youth Leadership Forum; with parents at numerous events held as part of the 21st Century after-school program; and with student participants in the after-school program. Focus groups generate information on student and parent concerns as well impressions of various programs and strategies.

Secondary data sources include comprehensive school records. Grades, discipline, attendance, and other information is maintained in School Tool, currently used by all project schools. Law enforcement, healthcare, social services and other information is available from local agencies and statewide, regional, and county-level data are available in the Kids Wellness Indicator Catalog (KWIC) system provided by the New York State Council on Children and Families.

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PROGRAM PERFORMANCE EVALUATION PLAN

The evaluation design of the Wayne County Community Schools Project includes both process (implementation/outputs) and impact evaluation components. The process evaluation will provide extensive data to measure the Government Performance and Results Reporting Act (GPRA) measure of “the percentage and number of individuals targeted for services and who receive services during each year of the project period.” The process evaluation will include cataloging and verifying activities and outputs in detail to allow an accurate operational description of the extent and nature of young people’s experience with the interventions. The process evaluation will assess the extent to which project *objectives*, as described in figure E-2, are being met. This process will quantify exposure to various project services and interventions, which will allow comparison of change based on levels of exposure. In addition, project administrators and schools and community partner staff will be given immediate feedback on issues related to implementation with recommendations for improving fidelity as needed. The impact evaluation approach is described in detail below.

The impact evaluation will assess changes in *outcomes* as described in figure E-2. In addition, the impact evaluation will use multiple approaches to determine the extent to which changes can be attributed to project activities. The impact evaluation approach is described in detail below.

Schools participating in the project collect extensive information and currently use an electronic system (School Tool) to record student data. Student data is archived in school tool and will provide baseline information for evaluation. In addition, schools will complete a semi-annual report that catalogs the status of services described in the program narrative. Some measures described below will require an initial review of the current information collection

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protocols in schools and community organizations. For example, all schools report Office Disciplinary Referrals (ODR). However, it is important that the behavioral threshold for an ODR is consistent between schools and over time. Community partners have eligibility requirements for certain services. These will be reviewed and partner surveys, described below, will monitor significant changes that might affect access and/or utilization over time. The Project Evaluator will conduct a review of reporting criteria and policies to address this reliability issue immediately after project start-up.

Virtually all data items recorded for students include a unique student ID that also serves as a lunch number. School activities such as 21st Century after-school programs use this ID for recording student participation. Thus, many data elements for students can be merged and provided to the project evaluator without individual identifying information.

Many evidence-based strategies such as those being utilized in the proposed project include surveys or tests of immediate outcomes. Programs such as Life Skills Training utilize a pre-post-program survey to assess the extent to which learning objectives have been met. The program-specific assessments will be utilized throughout the project.

Disparity

The needs assessment section of this proposal clearly demonstrates the dramatic disparity in target outcomes for students with two or more adverse childhood experiences, students of color, and students from poverty as indicated by self-reported food insecurity. The data sources discussed below include information on these student characteristics, which will allow most of the analyses to be conducted separately for disparate sub-populations. Results of these disparity analyses will provide critical information for project modifications if needed.

Process Evaluation

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The process evaluation will document the extent to which project *objectives*, as described in figure E-2 are implemented with fidelity to the project design.

Enrollment and participation (service delivery) – Enrollment and participation are the primary measures of the level or extent of intervention, (i.e. dose). In addition to the measurement and cataloging of project outputs, that is hours or units of service contact, families and young people will be surveyed to assess experience with and perception of project activities. Some project activities will be at the individual level, (e.g., Tier II interventions, nutrition education), while others will be at a universal level, (e.g., changes in school or community environments). This approach will ensure an accurate assessment of the extent and nature of intervention received by each participant. For some project strategies, only population exposure data will be available; for example, changes in school environment or climate as perceived by students or staff. Measurement tools and/or data sources for each objective are listed in figure E-2.

Objective I-1: *Increase the number of families and young people who have access to trauma-informed behavioral health intervention services by 30 percent by September 2024.*

Measures will include process/output data collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as trauma-informed trained staff and intervention service capacity. Utilization of these services will be reported by selected demographic characteristic groups to identify disparity in service delivery. Individual client level data will be collected when confidentiality allows. Schools will complete semi-annual reports that catalog the status of services described in the program narrative.

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In addition to information collected from school and community partners, students, families, school administrators, teachers and community organizations, staff will be surveyed twice each year to determine exposure to and perception of program services. The Evalumetrics School Staff Survey has been completed twice each year for several years. It will be revised as needed to address project-specific issues and provide measures of students' exposure to and perception of individual and environmental program strategies. Focus groups will supplement survey and utilization data to determine individuals' experience with various strategies.

Analysis of process data related to objective I-1 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation. In the case of student and staff perception data, several measures exist allowing for establishing trends pre- and post-project implementation.

Objective I-2: *50% of families and students in target communities will have access to and utilize diet and exercise information and facilities by 30% by September 2024.*

Measures will include process/output data collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as slots in education programs or nutrition service capacity, and utilization of these services by selected demographic characteristic groups. Individual client level data will be collected when confidentiality allows. Schools will complete semi-annual reports that catalog the status of facilities and services described in the program narrative. The EYS will provide measures of students' exposure to and perception of diet and exercise activities in the school and community.

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Analysis of process data related to objective I-2 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation. In the case of student data from the EYS, previous surveys will be used to establish trends and comparison of pre- and post-project implementation.

Objective II-1: *All schools will implement the PBIS Framework with fidelity score >80%.*

Measures will include utilizing the services of the Midwest PBIS and Regional Special Education Technical Assistance and Support Center to complete a Tiered Fidelity Inventory assessment. This assessment has been completed in each of the past four years thus providing baseline and trend data. Schools will also complete a semi-annual report that catalogs the status of facilities and services described in the program narrative.

The Evalumetrics School Staff Survey will provide information on the involvement of teachers, staff and administrators in PBIS. The EYS will provide measures of students' exposure to and perception of individual and environmental program strategies that are a part of PBIS.

Analysis of process data related to objective II-1 will include comparison of status of PBIS fidelity and implementation compared to baseline as measured in recent Tiered Fidelity Inventory assessments. In the case of student data from the EYS, previous surveys will be used to establish trends and comparison of pre- and post-project implementation.

Objective III-1: *50% of families and young people in target communities will have access to relationship and personal growth programs by September 2024.*

Measures will include process/output data collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as slots in education programs or

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intervention service capacity, and utilization of these services by selected demographic characteristic groups. Individual client level data will be collected when confidentiality allows. Schools will complete a semi-annual report that catalogs the status of services described in the program narrative. Students will complete the EYS including questions related to relationships. Analysis of process data related to objective III-1 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation. In the case of student data from the EYS, previous surveys will be used to establish trends and comparison of pre- and post-project implementation.

Objective III-2: *All young people will be exposed to evidence-based substance abuse prevention programs by 2024.*

Measures will include schools' semi-annual reports that catalog the status of prevention services described in the program narrative. Process/output data will be collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as slots in education and prevention programs and utilization of these services by selected demographic characteristic groups. Individual client level data will be collected when confidentiality allows. Analysis of process data related to objective III-2 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation.

Objective IV-1: *All students will have access to academic enhancement programs including arts and extra-curricular activities by 2024.*

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Measures will include schools' semi-annual reports that catalog the status of academic enhancement services and resources described in the program narrative. Process/output data will be collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as slots in education and prevention programs and utilization of these services by selected demographic characteristic groups. Individual client level data will be collected when confidentiality allows. The EYS includes self-reported participation in extra-curricular activities in the school and community. Analysis of process data related to objective IV-1 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation.

Outcome IV-2: *All students will be exposed to strategies that enhance self-efficacy by 2024.*

Measures will include schools' semi-annual reports that catalog the status of curricula, programs, services and resources described in the program narrative. Process/output data will be collected and reported by community partner organizations. These include number of available slots and utilization. Community organizations will complete a quarterly log of resources such as slots in programs that enhance self-efficacy and utilization of these services by selected demographic characteristic groups. Individual client level data will be collected when confidentiality allows. The EYS includes self-reported participation in self-efficacy enhancing activities in the school and community. Analysis of process data related to objective IV-2 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation.

Objective V-1: *Increase collaboration among schools and community organizations by 60% by 2024.*

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The Wayne County Full Service Community Schools Project will utilize numerous community partners. Measurement of collaboration will involve tracking levels and types of collaboration utilizing the Evalumetrics Collaboration Assessment Survey, which will be completed by all partners three times each year. This survey asks partner organizations to rate their involvement with the program on a five-point scale that includes:

- 1) Coexistence - defined as two or more organizations addressing the same target population or problem or issue without being aware of each other. In other words, they are working in a vacuum.
- 2) Communication - defined as two or more organizations being aware of each other's existence and sharing information, e.g. attending each other's annual meeting.
- 3) Cooperation - defined as two or more organizations working together on projects that exist separately in each organization. Examples include referring "clients" to each other, sharing data and/or information.
- 4) Coordination - defined as two or more organizations jointly planning and implementing programs or activities. For example, one program's information might be distributed in an event sponsored by another. One organization's services might complement another or events and activities are scheduled to avoid conflicting dates.
- 5) Collaboration - defined by two or more organizations developing and implementing all or most functional areas of a program in a single effort. Each organization retains its identity and might have some distinct roles, but the collaborative program has an identity of its own.

Ratings on the five-point scale are given for each of several functional areas of potential collaboration such as resource allocation, strategic planning, training, implementation and

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evaluation. Analysis involves tracking progress toward full collaboration of individual partners as well the partners as a group. This is quantified by analyzing the five-point rating across functional areas. Areas for which scores are low can be targeted for greater emphasis by project staff. Partners who rate their collaboration as low can also be singled out for greater attention. Not all functional areas are appropriate for all partners. Taking this into account, a composite score is calculated and tracked over time.

Objective V-2: *At least 12 community organizations will provide pipeline services coordinated with all project schools (currently four organizations provide fully coordinated services).*

Measures will include schools' semi-annual reports that catalog the status of curricula, programs, services and resources described in the program narrative. Process/output data will be collected and reported by community partner organizations. These include number of available slots and utilization. Analysis of process data related to objective V-2 will include comparison of available resources compared to baseline as measured in recent surveys and, in some cases, as measured in surveys completed at the time of project implementation.

Objective V-3: *All teachers will be trained in Trauma-Informed Community Schools Framework by 2024.*

Measurement will be through training attendance logs and the Evalumetrics Teacher Survey administered twice each year.

Outcomes (Impact) Evaluation -

The process evaluation described above will provide detailed information on the extent to which performance objectives are met during the project period. It will also provide information on the level of exposure to project activities for target groups and, in some cases, individual students and families. Figure E-2 specifies one or more measurable *Outcomes* for each

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performance *Objective*. The impact evaluation addresses the question “what changes occurred and to what extent are these changes due to project activities?”

In order to answer this research question, the proposed impact evaluation will utilize a multi-tiered design to assess the impact of the program on the wellbeing of young people in project schools. The evaluation design and protocols must be flexible to accommodate the nature of the target population being served. The target population will demonstrate diverse needs. In addition, because needs will be diverse and for many activities and participation is voluntary, individuals’ level of exposure to interventions (i.e. participation level) will vary. Each level of intervention provides data-collection opportunities.

Need Assessment/Baseline Information - The project narrative provides detailed results of the comprehensive needs assessment that utilized multiple data sources. The data collection tools described above have been in use for several years and will provide baseline data for computing trends and measuring change subsequent to project implementation. For example, baseline data exist for the EYS (since 2013); CAMI (since 2014); Kindergarten registration (since 2014); LST Survey (since 2017) and; school staff climate surveys (since 2015).

Research Design -

In projects such as this one, it is not feasible to use a true control group, that is, to randomly select participants and non-participants from a pool of individuals eligible for services. The impact evaluation will implement a multi-tiered design in order to triangulate findings.

Evaluation designs will include:

Level of Exposure – This approach to impact analysis will entail comparisons of sub-groups of participants based on their levels of exposure to project strategies. The detailed measurement of

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both the extent and nature of participation described in the process evaluation section above will allow dividing participants into groups at cut-offs to be established based on program statistics.

Time series/longitudinal – A second level of analysis will be time-series or trend analysis.

Change in impact indicators will be plotted against exposure to the intervention. In addition, changes in measures over time will be analyzed with comparisons to pre-program indicators.

Comparison to non-participating communities – Some measures such as the EYS and archival indicators such as crime and health statistics are available for schools and communities not involved in the proposed project. While these comparison communities are not true controls, they can be selected for similarity on key variables. The EYS has been conducted in over 25 rural schools for many years.

Cohort Analyses involves following grade cohorts over time where repeated measures are available. For example, the EYS was conducted in all schools in 2013, 2015 and 2017 and will be repeated in 2019. Onset or initiation of problem behaviors can be calculated as a cohort moves from grade to grade. It is possible to measure the increase in prevalence of a risk factor or problem behavior for grade 6 students in 2013 and calculate changes in prevalence for that cohort as they move to 8th grade in 2015, 10th grade in 2017 and as 12th graders in 2019. Using the 6th grade cohort from 2017, comparison in prevalence changes can be compared as the cohort progresses to 8th grade in 2019 and 10th grade in 2021 as project strategies are implemented.

All comparisons can be analyzed for change over time. Thus, absolute levels of measures are not as important as degree of change of project relative to comparison groups. Analyses will include calculations of tests of proportions for non-parametric variables and comparisons of mean scores for appropriate interval measures. Analysis of academic performance and certain

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other interval measures will best be analyzed using normalized gain analysis. Some measures are appropriate for time-series or trend analysis. Measurement of impact will involve assessing changes in each of the identified outcomes. Some outcomes will share a common data source and will be subjected to similar analyses.

Outcome I-1-1: Decrease the proportion of young people who report being depressed by 20% by September 2024.

Outcome I-1-2: Decrease the proportion of young people that self-report plans for suicide by 25% by September 2024.

Outcome I-1-3: Decrease the proportion of people who report self-injury (cutting or burning) by 25% by September 2024.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and comparison schools.

Outcome I-2-1: Decrease the proportion of young people who report being physically inactive (did not exercise in past week) by 30% by 2024.

Outcome I-2-2: Increase the proportion of young people who report eating fruits and vegetables four or more days/week to 50%.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between

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groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and comparison schools.

Outcome I-2-3: Decrease the proportion of young people identified as obese (based on BMI) by 20% by 2024.

Measurement will include Body Mass Index measured during annual Fitness Gram tests completed in Physical Education classes and recorded for each student. Analysis will involve changes in BMI for students and comparison between students who participate in selected project activities as well as between project schools and non-project comparison schools.

Outcome II-1-1: Reduce the proportion of young people that report they would not ask anyone for help for a personal problem by 40% by 2024.

Outcome II-1-2: Increase the number of young people who report attachment to school by 30% by 2024.

Outcome II-1-3: Increase the number of young people who report attachment to their family by 20% by 2024.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and non-project comparison schools.

Outcome II-1-4: Reduce the proportion of students who have Chronic Absenteeism by 20% by 2024.

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Measures will include student attendance data from School Tool and self-report of attendance from the EYS. Analysis will involve comparisons of rates of attendance pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and non-project comparison schools.

Outcome III-1-1: Reduce the proportion of students with Office Disciplinary Referrals by 25% by 2024.

Outcome III-1-2: Reduce the proportion of students with Out of School Suspensions by 25% by September 2024.

Measures will include ODR and Suspension data from School Tool and self-report data from the EYS. Analysis will involve comparisons of rates of ODR and Suspensions pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and non-project comparison schools.

Outcome III-1-3: Reduce the proportion of young people at-risk for sensation seeking by 15% by 2024.

Outcome III-1-4: Reduce the proportion of young people at risk from rebelliousness by 15% by 2024.

Outcome III-1-5: Reduce the proportion of young people at risk from impulsiveness by 15% by 2024.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between

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groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and non-project comparison schools.

Outcome III-1-6: Reduce the number of juvenile offenses by 20% by 2024.

Measures include arrest and conviction statistics from local law enforcement. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and non-project comparison communities and comparison to regional and statewide data from the KWIC system.

Outcome III-2-1: Decrease the proportion of young people that self-report the use of any drug by 30% by 2024.

Outcome III-2-2: Increase the proportion of young people who perceive significant harm from substance use by 25% by 2024.

Outcome III-2-3: Decrease the proportion of students with five or more risk factors by 20% by 2024.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not.

Comparisons will also be made between results from project schools and comparison schools.

Outcome IV-1-1: The proportion of students scoring at or above the proficiency level on ELA will increase by 25% by 2024.

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Outcome IV-1-2: The proportion of students scoring at or above the proficiency level on Math will increase by 25% by 2024.

Measures will include data from School Tool. Analysis will involve comparisons of rates of proficiency pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and comparison schools.

Outcomes IV-2-1: *The proportion of students demonstrating a significant lack of self-efficacy will decrease by 30% by 2024.*

Measurement will be the Control Attribute Means-ends Inventory (CAMI), which is completed by all fifth through eighth grade students in the project and comparison schools each fall. Analysis will involve comparisons of rates pre-and post- project implementation. Comparisons will be made between groups of students who report being exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and comparison schools.

Outcome V-2-1: Attachment to community will increase by 30% by 2024.

Outcome V-2-2: Perceived opportunity for positive involvement in the community will increase by 35% by 2024.

Outcome V-2-3: The proportion of students at high risk (two or more factors) will decrease by 20% by 2024.

Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates pre-and post-project implementation. Comparisons will be made between groups of students who report being

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exposed to specific project strategies to those who were not. Comparisons will also be made between results from project schools and comparison schools.

Data Collection

The Project Evaluator will design all data collection protocols including constructing surveys for community partners and updates to the EYS and staff Surveys. Each participating school will have a Data Coordinator who will provide the Project Evaluator with access to data. The Project Evaluator will work with partner organization administrators and IT staff to develop data access protocols and collect data.

Reporting and Sharing Results

The Project Evaluator will prepare Process Reports quarterly during the first project year and semi-annually in subsequent years. Results of individual surveys will be reported as soon as available. These reports will be used by project staff and partner school and community organizations to identify areas in need of modification. Outcome/impact reports will be prepared at the end of each project year. These reports will identify project strategies that appear to make the greatest impact as well as those that appear to not to make a significant difference. These reports will be used by project staff and partner school and community organizations to identify areas in need of modification. Significant evaluation results (positive and negative) will be shared with the Federal Project Officer for sharing with other federally-funded programs. In addition, findings with potential for replication will be reported in either conference presentation or journal article format and submitted for presentation.

Program operations – In order to accurately attribute participant change to the intervention, it is critical to define the intervention in operational terms. The program operations process evaluation will entail two components. First, rigorous record keeping will be implemented to

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ensure that the level of programing, i.e. dose, is consistent with the program design and project proposal. Each enrolled participant will be assigned a project ID that will be used to record attendance at sessions and other contact time such as job counselling.

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| Inputs | Activities | Outputs | Short-term Outcomes | Intermediate Outcomes | IMPACT (Goals) |
|--|---|---|--|---|--|
| <p><u>Frameworks/Models:</u></p> <p>Community Schools</p> <p>Multi-Tiered System of Supports</p> <p>Trauma Informed Schools</p> <p><u>Networks:</u></p> <p>Wayne County Partnership for Strengthening Families</p> <p>Wayne MOST</p> <p>Wayne County MTSS</p> <p>Partners & Staff:</p> <p>-Project Director</p> <p>-Full Time Community School Coordinator each school building</p> <p>-Existing Pipeline Services (Mental health & SEL & Afterschool Services)</p> <p>-New Pipeline Services (Academic support, career awareness, FBA Interventions RENEW/CICO & physical wellbeing)</p> | <p>-Integration of Data (Mental & Physical Health & School)</p> <p>-Installation of Community School Coordinators to Tiered Support Teams</p> <p>-EBP prevention / SEL skill instruction</p> <p>-Staff training (Community Schools model, Tiered Support model & Trauma Informed schools, restorative practices)</p> <p>-Engage families using various outreach strategies</p> <p>- Mentoring, afterschool enrichment, distribution of food, medical services, dental services, mental health services, career awareness, restorative practices</p> <p>-Wraparound plans involving school, PCP, MH, family & other community services</p> | <p>- Clear plans for services for the whole school, groups of students and individual students (Tiered Support)</p> <p>-Integration of community resources and school resources</p> <p>-Fidelity implementation of SEL skills</p> <p>-Improved staff skills as measured by annual staff survey</p> <p>Improved relationships with schools & parents as measured by parent survey</p> <p>Increased number of services</p> <p>Increased referrals between service agencies</p> <p>More robust plans for individual students</p> | <p>Improved fidelity scores on measures of fidelity such as the Tiered Fidelity Inventory for MTSS</p> <p>Increased collaboration as measured by a scaled survey among partners</p> <p>Maturing community schools as measured by the Children’s Aid Society rubric for growth</p> <p>More students served by more partners as measured by annual reports</p> <p>More cohesion of services (i.e. food pantry supports integrated with increased social support-mentoring) as indicated by service plans</p> <p>Increased sense of attachment as measured by the Evalumetrics Youth Survey</p> <p>Reduced % of students scoring at-risk as measured by the Evalumetrics Youth Survey</p> | <p>Decreased % of suicide ideation</p> <p>Decreased % obesity in student population</p> <p>Decreased % of students that report the use of any drug in the last 30 days</p> <p>Decreased Office Referrals</p> <p>Increased Attendance</p> <p>Decrease the % of students that say they have no one to ask for help</p> <p>Reduced Out of School Suspension</p> <p>Increase % of students that find learning relevant</p> <p>Increase the % of students that are scoring proficient at grade 4</p> <p>Increase % of students scoring 85% or higher on NYS Math and ELA exams</p> <p>Increase graduation rate</p> | <p>Improve the overall well-being of our children and families</p> <p>Build a sense of belonging and attachment for our students and families</p> <p>Develop student, staff and families self-regulation skills needed for interpersonal relationships and personal growth</p> <p>Expand our capacity to develop the competencies of our students across academic subjects, career interests and in topics of personal curiosity</p> <p>Sustain comprehensive pipeline services through strong collaboration</p> |
| <p>LOGIC MODEL- Wayne County Full Service Community Schools FIGURE E-1</p> | | | | | |

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Figure E-2 – Goals/Objectives/Outcomes

| GOAL I: Improve the overall well-being of our children and families | | |
|--|--|--|
| <i>Objective/Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objective I-1</i> | <i>Increase the number of families and young people who have access to trauma-informed behavioral health intervention services by 30 % by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome I-1-1 | Decrease the proportion of young people who report being depressed by 20% by September 2024. | EYS |
| Outcome I-1-2 | Decrease the proportion of young people that self-report plans for suicide by 25% by September 2024. | EYS |
| Outcome I-1-3 | Decrease the proportion of people who report self-injury (cutting or burning) by 25% by September 2024 | EYS |
| <i>Objective I-2</i> | <i>50% of families and students in target communities will have access to and utilize diet and exercise information and facilities by 30% by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available resources and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome I-2-1 | Decrease the proportion of young people who report being physically inactive (did not exercise in past week) by 30% by 2024. | EYS |
| Outcome I-2-2 | Increase the proportion of young people who report eating fruits and vegetables four or more days/week to 50%. | EYS |
| Outcome I-2-3 | Decrease the proportion of young people identified as obese (based on BMI) by 20% by 2024. | BMI and other Fitness-gram measures recorded by schools. |

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| GOAL II: Build a sense of belonging and attachment for our students and families | | |
|---|---|---|
| <i>Objective/Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objectives II-1</i> | <i>All schools will implement the PBIS Framework with fidelity score >80%.</i> | <i>Tiered Fidelity Inventory Self-report of perceptions and utilization from teacher/staff surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome II-1-1 | Reduce the proportion of young people that report they would not ask anyone for help for a personal problem by 40% by 2024. | EYS |
| Outcome II-1-2 | Increase the number of young people who report attachment to school by 30% by 2024. | EYS |
| Outcome II-1-3 | Increase the number of young people who report attachment to their family by 20% by 2024. | EYS |
| Outcome II-1-4 | Reduce the proportion of students who have Chronic Absenteeism by 20% by 2024. | School Tool (school record systems) and EYS |

| GOAL III: Develop student, staff and family self-regulation skills needed for interpersonal relationships and personal growth | | |
|--|--|--|
| <i>Objective/Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objectives III-1</i> | <i>50% of families and young people in target communities will have access to relationship and personal growth programs by September 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization. Self-report of perceptions and utilization from parent surveys and Evalumetrics Youth Survey (EYS).</i> |
| Outcome III-1-1 | Reduce the proportion of students with Office Disciplinary Referrals by 25% by 2024. | School Tool (school record system) |
| Outcome III-1-2 | Reduce the proportion of students with Out of School Suspensions by 25% by September 2024. | School Tool (school record system) |
| Outcome III-1-3 | Reduce the proportion of young people at-risk for sensation seeking by 15% by 2024. | EYS |
| Outcome III-1-4 | Reduce the proportion of young people at risk from rebelliousness by | EYS |

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| | | |
|------------------------|--|--|
| | 15% by 2024. | |
| Outcome III-1-5 | Reduce the proportion of young people at risk from impulsiveness by 15% by 2024. | EYS |
| Outcome III-1-6 | Reduce the number of juvenile offenses by 20% by 2024. | Local criminal record system |
| <i>Objective III-2</i> | <i>All young people will be exposed to evidence-based substance abuse prevention programs by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcome III-2-1 | Decrease the proportion of young people that self-report the use of any drug by 30% by 2024. | EYS |
| Outcome III-2-2 | Increase the proportion of young people who perceive significant harm from substance use by 25% by 2024. | EYS |
| Outcome III-2-3 | Decrease the proportion of students with two or more risk factors by 20% by 2024. | EYS |

| GOAL IV: Expand our capacity to develop the competencies of our students across academic subjects, career interests and in topics of personal curiosity | | |
|--|---|--|
| <i>Objective/Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| <i>Objective IV-1</i> | <i>All students will have access to academic enhancement programs including arts and extra-curricular activities by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcome IV-1-1 | The proportion of students scoring at or above the mastery level on ELA will increase by 25% by 2024. | School Tool (school record system) |
| Outcome IV-1-2 | The proportion of students scoring at or above the mastery level on Math will increase by 25% by 2024. | School Tool (school record system) |
| <i>Objective IV-2</i> | <i>All students will be exposed to strategies that enhance self-efficacy by 2024.</i> | <i>Process/output data collected and reported by schools and community partner organizations. These include available slots and utilization.</i> |
| Outcomes IV-2-1 | The proportion of students demonstrating a significant lack of self-efficacy will decrease by 30% | Control Attribute Means-ends Inventory (CAMI) |

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| | | |
|--|----------|--|
| | by 2024. | |
|--|----------|--|

| GOAL V: Strengthen collaboration to ensure comprehensive cohesive pipeline services | | |
|--|---|--|
| <i>Objective/Outcome</i> | <i>Performance Measure</i> | <i>Measurement Tool/Data Source</i> |
| Objectives V-1 | <i>Increase collaboration among schools and community organizations by 60% by 2024.</i> | Process/output data collected and reported by schools and community partner organizations. Quality Self-Assessment (QSA) Evalumetrics Collaboration Survey |
| Objective V-2 | <i>At least 12 community organizations will provide pipeline services coordinated with all project schools (currently four organizations provide fully coordinated services).</i> | Process/output data collected and reported by schools and community partner organizations. Evalumetrics Collaboration Survey |
| Outcome V-2-1 | Attachment to community will increase by 30% by 2024. | EYS |
| Outcome V-2-2 | Perceived opportunity for positive involvement in the community will increase by 35% by 2024. | EYS |
| Outcome V-2-3 | The proportion of students at high risk (two or more factors) will decrease by 20% by 2024. | EYS |
| Objective V-3 | All teachers trained in Trauma-Informed Community Schools Framework by 50% by 2024. | Teacher survey |

Publication of results:

The Wayne County Partnership for Strengthening Families maintains a website. Evaluation results will be published online annually; no personal student information or proprietary items will be published. The Project Evaluator and/or the Project Director will make presentations of evaluation results to partners, (e.g., school boards, CBOs) and community groups such as PTAs. Professional Development resources, curriculum, online learning courses, or materials created with grant funds must be published on the applicant’s Web sites under Creative Commons license to be freely shared with other districts along with all evaluation results. Presentations at

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conferences like the National Community Schools Conference will be offered freely to assist others in combining national best practice to form Trauma Informed Community Schools driven by a Multi-Tiered System of Supports that co-locates community and school resources to provide a continuum of evidenced based support and restorative practices. Strong partnership with the NYS funded Community Schools TAC and the Network for Youth Success will allow for regional and statewide sharing of findings.