RAISING EDUCATIONAL ACHIEVEMENT COALITION OF HARLEM (REACH)

FULL-SERVICE COMMUNITY SCHOOLS GRANT APPLICATION

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I.   **Introduction**

Teachers College, Columbia University (TC) proposes to extend a university-assisted full-service community school model in two schools in Harlem where TC, along with a consortium of community partners, have a history of effectively working together to coordinate and deliver a range of services for students and families. TC's expertise in expertise in health, education, leadership, and psychology provides the foundation for a well-coordinated and successful effort. The Full-Service Community Schools program goals are also consistent with TC's leadership in research and policy-making to ensure that schools are organized to improve educational outcomes for all subgroups of students including students with disabilities and those for whom English is a new language. TC is also a national leader in preparing school personnel to address educational, psychological, and health barriers to learning that too often constrain educational access and success for children and families in low-income communities.

A.   **<u>Description of Teachers College REACH Program</u>**

TC, working with its partners, proposes to expand current community school services offered through its REACH program—Raising Educational Achievement Coalition of Harlem. TC launched REACH in 2011 in keeping with its longstanding commitment to working to mitigate the impact of poverty and improve the academic achievements of youth in the communities near its campus, which lies on the southern edge of Harlem. REACH builds on over 100 years of meaningful community engagement exemplified in TC's 1902 establishment of the Speyer School, among the first schools to adopt a community school approach providing supports for community youth and families' learning, physical health, and emotional well-being.

The REACH approach is anchored by a focus on what happens in classrooms, where the primary goal is to achieve effective pedagogy, and grounded in strong theory about how best to

develop and organize the different components that circumscribe the classroom to optimize their collective impact on the lives and learning of youth.[1] Based on research highlighting the need for wrap around services to address the needs of students in poverty,[2] REACH works with schools to ensure structural and integrated services in five key domains that center around the pedagogical core of the model. These include: early childhood readiness, expanded learning opportunities (ELO), physical and mental health (PMH), family support and engagement (FSE), and school leadership. Each domain promotes college and career readiness by building the capacity of adults to collectively support the academic, physical, and social-emotional development of youth.

REACH is guided by three core values: *intentionality* wherein activities and decisions are driven by an understanding of timely and relevant data; *coherence* to ensure that all activities are aligned, in sync, and responsive to the school's needs and improvement goals; and *sustainability* with deliberate efforts to institutionalize daily practices, structures, and culture in the school for greater traction toward continuous improvement.

Since its inception, REACH has been engaged with eight schools, and is currently implemented in four Harlem public schools serving over 1,500 children and families. TC has leveraged over $8 million in public and private funds as well as cultivated deep partnerships with ten community-based organizations and four schools at Columbia University (School of Social Work, School of Nursing, Mailman School of Public Health, and School of Engineering and Applied Sciences) to establish an aligned set of diverse services. We also collaborate with Columbia University (CU) Office of Government and Community Affairs to access education and workforce development programs offered to residents in the West Harlem community

B. **Capacity to Coordinate Services**

Our track record shows strong promise for coordinating and delivering services as part of the Full-Service Community Schools program. While improvements in student outcomes in the partner schools are a clear strength of the proposed project, so too are the expertise and collaborative commitments of the community-based organizations whose organizational vision, mission, and activities align with REACH's goal to extend and deepen collective efforts to achieve the vision for effectively serving the youth and families of Harlem.

As an indication of capacity to coordinate services through REACH, last year thirty-four teachers and school administrators participated in regular professional development workshops, on-site coaching planning retreats and summer institutes sponsored by TC. Over 600 pre-K to grade 12 students participated in expanded learning opportunities in science, engineering, robotics, math, chess, photography, filmmaking, dance, choir, and debate offered by TC students and community based partner agencies. Over 300 community members attended more than thirty-five family engagement events, including workshops, adult education classes (e.g., GED/TASC, ESL, and workforce development), and showcases of student work supported by TC REACH. REACH coordinated school-based vision screenings for nearly 1,200 students with almost 300 receiving glasses, and approximately 220 school-based dental screenings with 88 receiving restorative care. Nearly 200 students received school- and/or community-based mental health therapeutic services through referrals to REACH partner agencies. Between 2015–2016, 51% more students in grades 3–8 attending schools partnered with REACH achieved proficiency on the NYS ELA exam.

C.   Commitment to Low Income Public Schools

REACH is based exclusively in low-income communities in Harlem where an average of 75% of students in REACH schools qualify for free or reduced price lunch. The proposed sites for this grant are two schools in the REACH network: PS 36 Margaret Douglas Elementary School (grades 3-K–5) located at 123 Morningside Drive (at 123rd Street) in West Harlem, and Frederick Douglass Academy II (grades 6–8) located at 215 West 114th Street in Central Harlem. The schools serve student populations where 88% and 83% respectively are eligible for free or reduced lunch. The proposed program will serve approximately 730 students and their families, and approximately 60 teachers and school staff members at both PS 36 and FDA II. The next section provides additional information about the characteristics of the community including its needs related to improving educational outcomes.

D.   Absolute and Competitive Preference Priorities

We are applying under *Absolute Priority 1* and *Competitive Preference Priorities 2, 3, and 4.*

Absolute Priority 1: Serve two or more full-service community schools as part of a district-wide strategy

We propose to serve two NYC Department of Education schools in Harlem, that have partnered with REACH for several years to adopt the implementation of a full-service community school strategy. Both schools are included in the Department of Education's portfolio of community schools and are part of the district's initiative to expand the number of community schools in the city. As indicated in their letter of support, the Department of Education's Office of Community Schools has indicated support for this proposal.

Competitive Preference Priority 2: Broadly representative consortiums

REACH is a collaborative effort of multiple community-based organizations and stakeholders. The primary partners in this consortium include four organizations: Teachers College, Harlem Dowling Westside Center, New York Foundling, and Children's Health Fund. Other agencies and stakeholder organizations contribute specific services or provide community support as coordinated by the primary partners. These additional organizations include Achievement Initiative at Columbia University School of Social Work, Helen Keller International, SMILE Dental program, Follow Us to Success, Goddard Options Center, Manhattan Educational Opportunity Center at Borough of Manhattan, Community College, Double Discovery at Columbia University, Institute for Family Health, Young Audiences of New York, Tribeca Film Institute, ScriptEd, ExpandEd, Robofun/Vision Coding, and West Harlem Development Corporation. Each of these organizations brings contextually relevant expertise, and has a history of providing service to the Harlem community. Teachers College will serve as lead partner, and coordinate the activities of consortium members to ensure that the pipelines of services are well integrated, and that personnel from across the organizations receive appropriate professional development to maximize the effectiveness of the overall program.

Competitive Preference Priority 3: Consortium with a history of effectiveness

The four primary entities working together in this consortium have partnered for a number of years in previous efforts including two federal 21st Century Community Learning Center grants from 2008–2017, two New York State funded Community School Grant Initiatives from 2013 through the present, two New York City Renewal School grants (2014–2019) and an Attendance Improvement and Dropout Prevention grant (2014–present) funded by New York City and managed by United Way.

Before their engagement with the REACH community school initiative, partner schools had between 1%–12% of students scoring at proficiency levels on the NYS ELA exam, compared with 26% citywide, 13% in CSD5, and 42% in CSD3.[3] These schools now have ELA proficiency rates between 14%–30%. In developing the activities that contributed to these results, REACH identified research-based practices and embedded them into the specific interventions and approaches for each school. We believe that continued refinement of the REACH initiative will lead to additional improvements.

Additionally, REACH commissioned two research studies of our work. The effectiveness of our collaborative efforts can be seen in the evaluation results of the REACH 21C initiative which found attendance rates were 50% higher for REACH 21st CCLC schools than 21st CCLCs across the State and student test scores in ELA and math were significantly better than those of a non-participating matched comparison group. Furthermore, a study by Shand et al. (2019), which evaluated the impact of the REACH program on student outcomes in six Harlem schools, reflects the collective effectiveness of the partners. These findings are further discussed under CPP 4 below.

Competitive Preference Priority 4: Promising evidence for activities, strategies and interventions

Four quasi-experimental studies demonstrating moderate or promising evidence according to the Every Student Succeeds Act (ESSA) criteria reflect strategies consistent with REACH services: **Citations**: (1) Gandhi, A. et al. (2015). Focusing on the whole student: Final report on the Massachusetts Wraparound Zones. Waltham, MA: American Institutes for Research; (2) Somers, M., & Haider, Z. (2017). Using integrated student supports to keep kids in school: A quasi-experimental evaluation of Communities In Schools. New York, NY: MDRC;

and (3) Dearing, E. et al. (2016). Can community and school-based supports improve the achievement of first-generation immigrant children attending high-poverty schools? Child Development, 87(3), 883-897; and (4) Shand, R., et al. (2019). The impacts of university-school-community partnerships: Evidence from New York City. REACH Impact Evaluation. New York, NY: CBCSE.

Outcomes: Gandhi et al. found that students attending WAZ schools gained 5.8% on the Massachusetts Comprehensive Assessment System (MCAS) ELA tests and 7.9% on the math tests respectively compared to a statewide drop of .4% and gain of 1.4%. Students with limited English proficiency had strong ELA outcomes in years one and three; and math was strong in year three. Somers and Haider's study used a comparative interrupted time series (CITS) method and found that in Year 3, Communities In Schools (CIS) high schools significantly increased their graduation rates by (11% over baseline). Dearing et al. controlled for pre-treatment differences in language, income, ethnicity, and other demographic variables and found that first-generation immigrant children in the City Connects intervention scored significantly higher on the Stanford Achievement Test (fifth grade mathematics and reading) than their peers. Effects were more pronounced for mathematics than for reading and students experienced better outcomes the longer they spent in the intervention. Shand et al. compared baseline data and follow-up outcomes on student attendance, graduation and academic performance in six schools before and after participation in the REACH program, and further compared them to students in a matched set of schools that did not participate in REACH. Shand reports that participation in REACH is associated with statistically significant increases of approximately 0.09–0.13 standard deviations on ELA scores, and a 1.3 percentage point increase in attendance in elementary and

middle schools. REACH is also associated with a positive and statistically significant six-percentage point increase in high school graduation rate.

Relevance: Student achievement, as assessed by state test scores, is a key outcome measure for each of the studies and is consistent with REACH's long-term outcome measure. Additionally, Somers and Haider, as well as Shand et al., also examined graduation, dropout, and attendance rates, which are REACH outcome measures. For each of the above noted studies, the populations are similar to those targeted by REACH. Like the WAZ schools, REACH is focused on persistently low achieving public schools based on NYS designations as well as current NYS assessment and attainment outcomes. The populations in the studies also include limited English proficiency, special education, low-income, and immigrant students—consistent with the student populations in REACH schools and the community. Each study reflects integrated student support strategies, which are foundational to the REACH model. CIS and City Connects both leverage community-based agencies to provide prevention and enrichment, early intervention, intensive intervention and other tailored supports for students and families delivered within the school, at home, in the community or a combination of the three and organized by school site coordinators. REACH also makes extensive use of community partners to support intervention services, particularly around health, adult education, and expanded learning opportunities, and has school-based Community School Directors to facilitate students and families' access and utilization. WAZ also includes a proactive system of identifying student needs in key academic and non-academic areas to then provide integrated supports. Like WAZ, REACH uses academic and non-academic data to identify students and families' need to consequently respond with universal and targeted services. The Shand et al. findings provide direct promising evidence for the effectiveness of key REACH project components in improving student success.

II.   **Need for the Project**

A.   **Description of Students and Families To Be Served**

REACH targets students and families from the Harlem community, a diverse region that is home to 272,839 individuals. The community is comprised of 6% Asian, 36% Black, 32% Latino, and 23% White residents; and 29% are foreign born. Thirty-three percent of the population is comprised of young people under the age of 24 years and the greatest growth in the child population has been among those under the age of five.

Harlem residents have struggled with persistently high levels of poverty and distress that continue to negatively impact the lives of children and families. Thirty-two percent of Harlem's children live in poverty, which climbs to 40% among Black and Latino children.[4] Single parents head nearly 90% of households, and large numbers of children live in temporary housing – which includes homeless students, children in domestic violence shelters, and students who are doubled-up. Crowded housing, defined by a residence with more than one person per room, has risen across the region and the rate now stands at 8%. Using a Supermarket Need Index (SNI)[5] that measures the prevalence of diet-related diseases and limited opportunities to purchase fresh foods, researchers found that Central Harlem has gaps in grocery store/supermarket coverage and a below-the-city average share of fresh food (e.g., meat, seafood, fruit, and vegetables).

These and a range of other adversities affect children's well-being and life opportunities. They are more likely to suffer social emotional challenges; demonstrate learning difficulties across their academic careers; and experience the health and safety burdens of asthma, violence, and obesity related diseases.[6] Compared to NYC, the community has a higher rate of smokers (18% vs. 15%), has greater consumption of sugary drinks (28% vs. 27%) and eats fewer servings of fruits and vegetables (85% vs. 88%). The respective obesity and diabetes rates are 27% and

11%. Thirty-four percent have diagnosed high blood pressure.[7] The community's youth similarly suffer with high rates of obesity making them more likely to be obese adults and at risk for other chronic illnesses. Community youth also struggle with mental health that manifests, in part, as disruptive behavior in schools. In a survey, of NYC public school principals, respondents reported that mental health services were not available (64%), or inadequate (62%) at their schools.[8]

Young people's educational outcomes are also stymied by high levels of absenteeism; low levels of proficiency in literacy and math, particularly for English Language Learners (ELLs) and Students with Disabilities (SWDs), and failure to achieve college and career readiness targets by the time of high school graduation. With an average chronic absenteeism rate of 43% in Harlem schools, compared to only 22% across all NYC schools, there are a significant number of students who miss more than twenty school days per year. In conversations with principals, they report concerns about patterns of absenteeism that begin in the early childhood grades of pre-K and kindergarten such that there is a need to turnaround the habit before it solidifies.

It is clear that there also is a need to strengthen the teaching and learning dynamic in the schools in the Harlem community. NYS assessment data indicates ELA proficiency levels for students across grades 3–8 are only 25%; the math outcomes are equally problematic at 19%. The academic data from the elementary and middle schools demonstrate the fact that students are entering high schools with significant needs for remediation. While West Harlem's four-year graduation rate is 67%, which is equal to that of NYC, only 7% of high school seniors regularly meet the City University (CUNY) College-Ready standards (SAT verbal score of 480 or English

Regents exam score of 75%; SAT math score of 500 or Algebra or Geometry Regents score of 70%).[9]

An essential tactic of the proposed REACH initiative is to leverage the expertise of community agencies to provide youth and families with access to programs and activities that will meaningfully address the needs of students and families to ensure greater utilization of wrap around services to have a positive impact on the lives of youth and families, and ultimately support positive academic outcomes.

B.   Targeted Schools

We are applying for a Full-Service Community Schools grant to sustain and expand programming at two schools—PS 36 Margaret Douglas Elementary School (PS 36) and Frederick Douglass Academy II (FDA II) Secondary School. PS 36 and FDA II are high needs schools with demonstrated needs around key academic indicators as outlined in the table below.[10]

Table 1. Demographics and Characteristics of REACH Target Schools (2017-18 data).

	Margaret Douglas Elementary (PS 36)	Frederick Douglass Academy II (FDA II)
Enrollment	363 students, grades 3-K–5	370 students, grades: 6–12
Student Demographics	Black–42%, Latino–54%	Black–64%, Latino–30%
Special Populations	SWD–36%, ELL–10%	SWD–25%, ELL–12%
Free & Reduced Price Lunch	88%	83%
Students in Temporary Housing	19%	12%
Proficiency on ELA Outcomes on NYS exams	Overall grades 3–5: 35% - SWDs: 15%	Overall grades 6–8: 29% - SWDs: 20%

	Margaret Douglas Elementary (PS 36)	Frederick Douglass Academy II (FDA II)
	- Low-income: 35%	- Low-income: 28%
Proficiency on Math Outcomes on NYS exams	Overall grades 3–5: 33% - SWDs: 10% - Low-Income: 32%	Overall grades 6–8: 29% - SWDs: 0% - Low-Income: 20%
Average Annual Attendance	90%	85.8%
Average Annual Chronic Absenteeism	37%	Middle school: 27% High school: 47%
# of Violent Incidents [11]	11	25
Over-age, Under-credited	NA	11%
Students On-Track for Graduation	NA	9th grade: 80% 10th grade: 75%
Graduation Rates		4-year rate: 72% Advanced diploma: 0%

III. Quality of the Project Design

A. Theory of Action

If schools and community-based stakeholders work together strategically to develop, implement, and monitor a coherent set of coordinated strategies that are anchored by the classroom and integrate early childhood readiness, teaching and learning, expanded learning opportunities, physical and mental healthcare, and family support and engagement, then children and youth in high-poverty schools will experience sustained improvements in their life opportunities and outcomes.
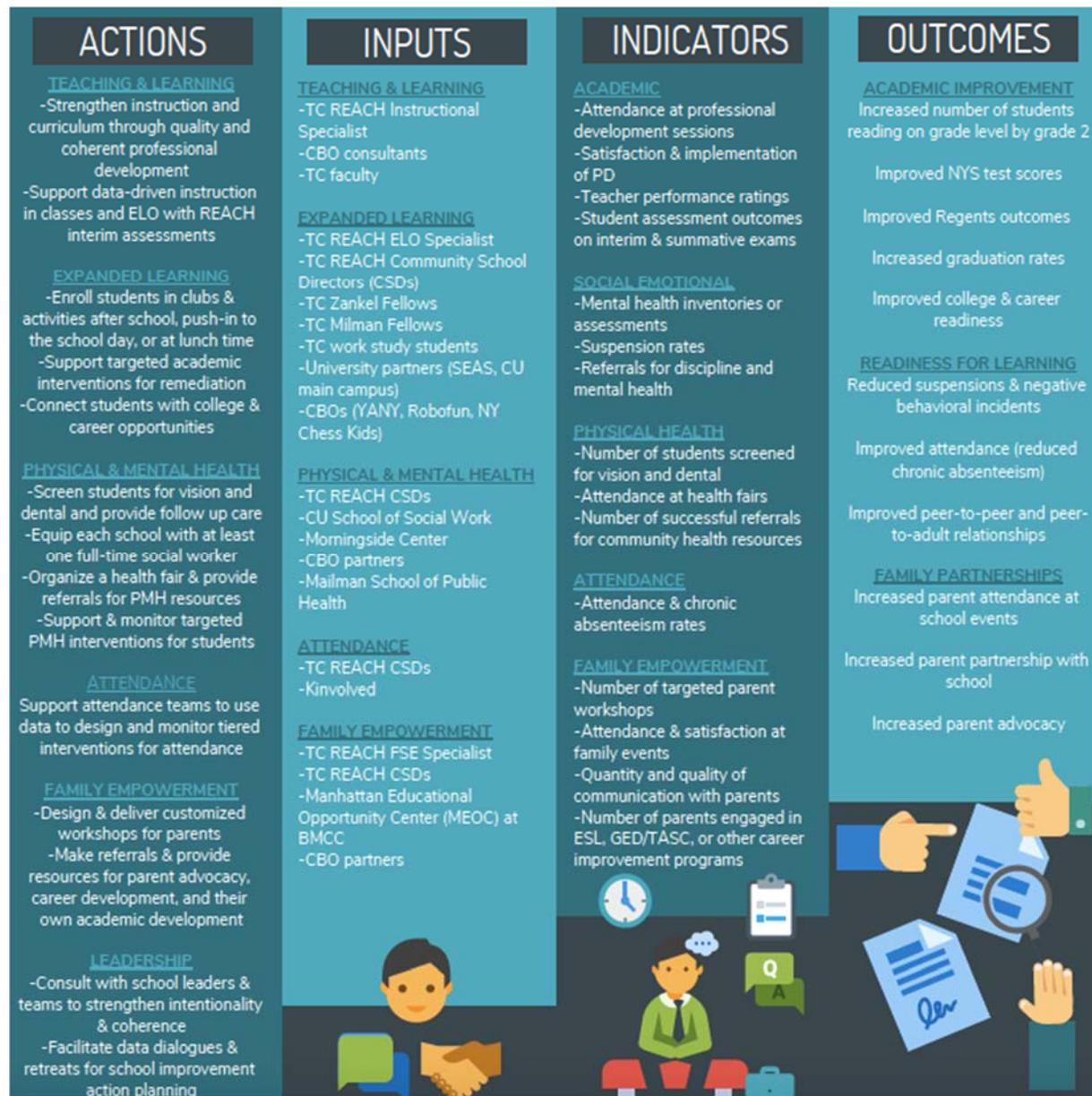
The theory of action is informed by a set of assumptions as outlined below and current research on school improvement:

- Since poverty substantially undercuts children's ability to be successful, they need access to and engagement in robust services across expanded learning opportunities, physical and mental health services, and family engagement activities to strengthen their capacity for success;[12]

- The community school approach has a significant social return on investment—every dollar spent returns between $10.30 and $14.80 of social value;[13]

- The instructional productivity of classrooms depends on the effectiveness of the supplemental academic and social supports; and their systemic connections;[14]

- While the extra supports afforded to children and families through a community school model are beneficial, test scores are slow to improve without professional development to improve the quality of the instructional leadership and pedagogical practices, which are still the key determinant of student achievement;[15]

- The transformation of persistently low performing schools into effective learning environments is labor intensive and those that experience steady growth are more likely to sustain their improvements over longer periods of time;[16] and,

- Institutions anchored in community can bring people and organizations together into a collaborative partnership that leverages resources and social capital to simultaneously revitalize low performing schools and the community.[17]

With a Full-Service Community Schools grant, REACH will build on current structures and practices of its university assisted community school initiative to continue and extend existing pipelines of coordinated supports that will prepare all children in PS 36 and FDA II to

attain an excellent education and successfully transition to college and a career. The logic model

shown below highlights the domains, and the actions the consortium aims to accomplish in each

of the domains, along with the short-term indicators and expected outcomes.

Figure 1. REACH Logic Model.

ACTIONS

TEACHING & LEARNING
-Strengthen instruction and curriculum through quality and coherent professional development
-Support data-driven instruction in classes and ELO with REACH interim assessments

EXPANDED LEARNING
-Enroll students in clubs & activities after school, push-in to the school day, or at lunch time
-Support targeted academic interventions for remediation
-Connect students with college & career opportunities

PHYSICAL & MENTAL HEALTH
-Screen students for vision and dental and provide follow up care
-Equip each school with at least one full-time social worker
-Organize a health fair & provide referrals for PMH resources
-Support & monitor targeted PMH interventions for students

ATTENDANCE
Support attendance teams to use data to design and monitor tiered interventions for attendance

FAMILY EMPOWERMENT
-Design & deliver customized workshops for parents
-Make referrals & provide resources for parent advocacy, career development, and their own academic development

LEADERSHIP
-Consult with school leaders & teams to strengthen intentionality & coherence
-Facilitate data dialogues & retreats for school improvement action planning

INPUTS

TEACHING & LEARNING
-TC REACH Instructional Specialist
-CBO consultants
-TC faculty

EXPANDED LEARNING
-TC REACH ELO Specialist
-TC REACH Community School Directors (CSDs)
-TC Zankel Fellows
-TC Milman Fellows
-TC work study students
-University partners (SEAS, CU main campus)
-CBOs (YANY, Robofun, NY Chess Kids)

PHYSICAL & MENTAL HEALTH
-TC REACH CSDs
-CU School of Social Work
-Morningside Center
-CBO partners
-Mailman School of Public Health

ATTENDANCE
-TC REACH CSDs
-Kinvolved

FAMILY EMPOWERMENT
-TC REACH FSE Specialist
-TC REACH CSDs
-Manhattan Educational Opportunity Center (MEOC) at BMCC
-CBO partners

INDICATORS

ACADEMIC
-Attendance at professional development sessions
-Satisfaction & implementation of PD
-Teacher performance ratings
-Student assessment outcomes on interim & summative exams

SOCIAL EMOTIONAL
-Mental health inventories or assessments
-Suspension rates
-Referrals for discipline and mental health

PHYSICAL HEALTH
-Number of students screened for vision and dental
-Attendance at health fairs
-Number of successful referrals for community health resources

ATTENDANCE
-Attendance & chronic absenteeism rates

FAMILY EMPOWERMENT
-Number of targeted parent workshops
-Attendance & satisfaction at family events
-Quantity and quality of communication with parents
-Number of parents engaged in ESL, GED/TASC, or other career improvement programs

OUTCOMES

ACADEMIC IMPROVEMENT
Increased number of students reading on grade level by grade 2

Improved NYS test scores

Improved Regents outcomes

Increased graduation rates

Improved college & career readiness

READINESS FOR LEARNING
Reduced suspensions & negative behavioral incidents

Improved attendance (reduced chronic absenteeism)

Improved peer-to-peer and peer-to-adult relationships

FAMILY PARTNERSHIPS
Increased parent attendance at school events

Increased parent partnership with school

Increased parent advocacy

B. **Annual Performance Outcomes**

REACH seeks to achieve two overarching aims with the Full-Service Community Schools project. First, through ongoing annual evaluations, REACH will revise and refine the quality of pipeline services to be more comprehensive, coherent, and intentional, which will allow REACH to deepen its impact on students and families. A second critical aim is to broaden REACH's impact by increasing the number of children in the target schools receiving an array of services consistent with a full-service community school model. The REACH program aims to achieve the following goals and objectives:

Goal 1: Increase student achievement through improved instruction and targeted expanded learning opportunities

- Objective 1: Increase by 10% each year the number of students prepared to enter kindergarten using the *Health and Ready to Learn* Index, measuring a) early learning skills, b) self-regulation, c) social and emotional development, and d) physical well-being and motor development, so that by year five 50% more students are prepared for kindergarten;

- Objective 2: Increase by 5% each year the number of 2nd grade students at PS 36 that are reading on grade level by their entry to 3rd grade as evidenced by running records, so that by year five, 25% more students will enter on grade level;

- Objective 3: Achieve gains of 5% each year on NYS ELA and mathematics test scores in grades 3–8 , so that by year five, there is a 25% improvement in proficiency at these grades;

- Objective 4: Increase by 5% each year the number of students that accumulate sufficient credits to be promoted from 9th to 10th grade and 10th to 11th grade at FDA II, so that by

year five, there is a 25% improvement in students earning sufficient credits for promotion; and,

- Objective 5: By the end of the grant period (2024), the 4-year graduation rate for FDA II will average at least 80%.

Activities (detailed in next section): professional development for teachers across 3-K through 12th grade, Summer Institute for teachers, Summer Bridge program for students, tutoring and other academic supports for students during and after-school, family programs for parents of young children

Goal 2: Improve attendance and engagement in school and expanded learning programs

- Objective 1: By the end of the grant period (2024), reduce annual chronic absenteeism at each school by an average of 10%; and,

- Objective 2: Increase enrollment in expanded learning opportunities so that in year one at least 30% of the student body at both schools is participating in at least fifteen (15) hours of ELO programming over the year (September through August); increase the percentage of participating students by 5% each year of the grant, so in year five, 50% of the study body is participating in at least fifteen hours of ELO programming per year.

Activities (detailed in next section): tiered attendance plans; resources to reduce physical and mental health barriers; parent workshops to address attendance and impact on academics; expanded learning opportunities after-school and at lunch time; Summer Bridge program for students

Goal 3: Increase the number of students coming to school prepared to learn by increasing family and student access to physical and mental health supports

- Objective 1: Screen at least 85% of students at each school for vision and provide eyeglasses to all students who require them each year;

- Objective 2: Provide annual dental screenings to at least 30% of students at each school and provide restorative care to all students with need;

- Objective 3: Increase participation by students and parents at health fairs by at least 5% in each year of the grant period as evidenced by sign-in sheets, so that by year five, 25% more parents are attending health fairs; and,

- Objective 4: Ensure licensed clinical social workers maintain full caseloads for active clients as evidenced by monthly reporting on services provided.

Activities (detailed in next section): vision and dental screenings for students; annual health fair; referrals for physical and mental health services; increased licensed clinical social workers for mental health services

Goal 4: Increase parent engagement activities to empower parents and encourage partnership for student achievement

- Objective 1: Increase parent attendance at workshops and parent conferences for each school by 5% each year during the grant period as indicated on attendance and sign-in sheets, so that by year five, there is a 25% increase in parent attendance; and,

- Objective 2: Increase the number of families at each school will utilize a service for parent education, physical health, or mental health, by 5% each year during the grant period, as measured by parent sign-in or partner agency records, so that by year 5, there is a 25% increase in family utilization.

Activities (detailed in next section): workshops to build capacity of parents around academics,

developmental changes, social emotional needs, or wellness; referrals for parents for mental and

physical health, and supports for workforce development

C.　　Pipeline Services

REACH staff will work collaboratively with principals annually, and throughout the year

to identify the school's needs and gaps in services, and select programming to meet those needs.

We will work closely with consortium partners to build a range of pipeline options that ensures

we are meeting the needs of the schools and goals of this project. In many cases, the REACH

staff, the Community School Directors, and Teachers College graduate students will be directly

involved in delivering services.

The table below specifies which existing pipeline services REACH will continue to

coordinate and which new services will be added. Descriptions of each of these pipeline services,

and the rationale for including them, follow after the table.

Table 2. Proposed Existing and Expanded REACH Pipelines.

Pipeline	REACH Domain	Existing Services	Expanded Services
High quality early childhood education	Early Childhood Readiness	- Push-in classroom supports from graduate students - Parent workshops around attendance	- Expand workshops for 3-K & pre-K parents - Workshops for teachers around diverse learners - Consultation on PD for with Bank Street College

Pipeline	REACH Domain	Existing Services	Expanded Services
High quality school and out-of-school-time programs	Teaching & Learning (T&L)	- Fall learning walks - Professional development (PD) workshops - Periodic assessment creation and support for scoring and data formatting; data analysis workshops - Summer Institute for teachers - Coordination of TC faculty and graduate students for resources and push-in supports	- Increase the number of PD workshops for teachers to support differentiation for special needs students, ELLs, and other key subgroups - Increase PD for K–2 teachers to unpack more rigorous math curriculum - Increase PD for K–5 teachers to strengthen the rigor of literacy curriculum - Expand classroom libraries to include more informational texts (K–2) and novels (3–5)
	Expanded Learning Opportunities (ELO)	- Collaborate with principals to design comprehensive ELO programs for each school - Design and facilitate enrichment programming after-school and in elective courses	- Convene a school-based ELO team to monitor ELO program quality at PS 36 - Extend PD workshop series to CBO partners to build capacity for project-based learning in ELO programs at both schools

Pipeline	REACH Domain	Existing Services	Expanded Services
High quality out-of-school-time programs cont'd	ELO cont'd	- Manage all aspects of ELO programming delivered by TC graduate students - Design and facilitate tutoring programs	
Transitions from Elementary through College	ELO		- Design, staff, and manage a summer bridge program for rising 3rd and 5th at PS 36; and for 6th, 9th and 12th graders at FDA II - Design & assist with facilitation of a summer bridge program for rising kindergarten students at PS 36 - Design and deliver workshops for parents with guidance around academic & social emotional benchmarks for these key transition periods for both schools

Pipeline	REACH Domain	Existing Services	Expanded Services
Family & Community Engage-ment	Family Support and Engagement (FSE)	- Parent workshops around attendance, health, and academics - Resource sharing - Referrals for job training and TASC/GED classes +Celebrations of student work such as awards nights and showcases - Formal opportunities for parent input (surveys, focus groups, forums)	- Expand PS 36 parent engagement work to involve additional community partners
Social, Mental, Physical Health and Wellness	Physical & Mental Health (PMH)	- Vision screenings & eyeglasses - Dental screenings and follow-up care - School-based health fairs for families and students - ELO programming around nutrition and healthy habits	- Additional licensed clinicians for FDA II to expand case load for individual and group counseling - Expand tiered attendance supports at PS 36

1.   High-quality Early Childhood Education

In 2014–2015, New York City adopted a comprehensive approach to create a high quality, Universal Pre-K model for four-year-olds and subsequently for three-year olds, including infrastructure to support professional development, guidance tools, and curriculum supports. According to an evaluation study of the program, "before Pre-K for All, 19,287 four-year-olds were enrolled in full-day pre-K in NYC; as of 2015–2016, enrollment was 68,647."[18] PS 36 offers 3-K and pre-K, and benefits from the resources provided by the New York City Department of Education for curriculum and educational supports. However, there is a growing need for additional training for staff to address English Language Learners and students with special needs, as students are often ineligible for services or have not been enrolled in school long enough to receive diagnosis for learning needs.

A strong vision for early childhood education also includes supports for parents so they can work as partners in preparing students for the transition to kindergarten. Research suggests that students who are chronically absent (more than 10% of the school year) have lower reading achievement in kindergarten, and that good attendance habits begin with messaging from parents and caregivers.[19] At the REACH elementary school partners, annual chronic absenteeism for pre-K students hovers around 22%, suggesting there is additional need for workshops for parents to better understand the importance of building early attendance habits. Along with supports for attendance, parents can support early learning at home to help build literacy and numeracy, as well as to support positive social emotional development. Reading and asking questions to children and playing games involving patterns, numbers, and shapes are strategies by which parents can reinforce early learning skills. Helping children to develop independence, ask questions, and express emotions in positive ways are also important social skills that help

students transition to school. Parents can also help children by establishing healthy habits for nutrition, hygiene, and sleep. Informing parents about early childhood development can prepare students for school, and help parents to become advocates for their children if they have concerns about their child's development or education.

High-quality Early Childhood Strategies

REACH's initiatives in the early childhood readiness pipeline will address both the academic and social emotional needs for three- and four-year-olds in order to prepare them for the transition to elementary school. The work in this domain aims at strengthening the 3-K and pre-K academic program by working with teachers to establish high-quality learning experiences that include inquiry explorations into literacy, math and science, while also promoting socialization and citizenship skills. It engages parents and caregivers as critical partners for reinforcing positive habits for students at this age. The work is guided by the following objectives:

- Collaborate with 3-K and pre-K teachers to strengthen inquiry-based instructional practices that promote curiosity while reinforcing early literacy and numeracy skills, and that support socialization and citizenship;

- Build capacity among pre-K and 3-K teachers to use an inquiry approach in order to offer differentiated supports for diverse learners, and to better understand the progression of skills and concepts that will prepare students for kindergarten; and,

- Develop the capacity of parents and caregivers to support attendance, social emotional, and healthy behaviors so that parents work in partnership with schools to prepare students for kindergarten.

To strengthen the effectiveness of supports provided in the early childhood readiness domain, we will integrate services across other pipelines. For example, there are natural connections between teaching and learning supports for early childhood and at grades K–12. While the early childhood grades have unique classroom contexts, there is still a need for teachers to incorporate classroom management strategies, questioning and discussion techniques, and to understand academic skill progressions, all of which we will continue to address at the K–12 level. As has been indicated, there are natural connections to the family and community engagement pipeline, as parents are key partners in their child's early academic career. Physical and mental health is another natural link to the early childhood supports to begin addressing health habits to overcome obstacles to learning so that even in the early grades, students are coming to school prepared to learn.

Early Childhood Readiness Supports

Existing supports touch upon classroom instruction and academic supports for students. We work with the Early Childhood Education faculty at Teachers College to identify graduate students to provide teachers with push-in supports at PS 36. We will continue to work with the Dean Hope Center for Educational and Psychological Services at TC to help diagnose students for early reading or behavioral struggles for early interventions. For parents at PS 36, we provide resource materials and referrals for asthma care and nutritional needs through our partner, Children's Health Fund. These activities will increase the number of pre-K students who are prepared for kindergarten, and support the goal of increasing the number of students who are reading on grade level by their entry to grade 3 (Goal 1).

With a Full-Service Community Schools grant, we will expand services to support early childhood and kindergarten readiness at PS 36. We will introduce a full-time Community

School Director (CSD) at PS 36, who will be able to provide more direct support for pre-K and 3-K families. The CSD will design and deliver a series of workshops for early childhood parents based on the Department of Health and Human Services *Birth to 5: Watch Me Thrive* resources. Additionally, the CSD will conduct a needs assessment of pre-K and 3-K families for mental and physical health, and collaborate with Children's Health Fund to identify additional community based organizations that can be accessed by families. On the academic side, funding from the Full-Service Community Schools grant will allow the Instructional Specialist to collaborate more closely with the PS 36 Bank Street College consultant to reinforce the professional development around the design of a progressive curriculum. The Instructional Specialist will increase the number of workshops for pre-K and 3-K teachers and teacher teams to improve use of inquiry cycles to drive differentiated instruction for underperforming subgroups, with special attention to ELLs and students who may be exhibiting learning delays. Supports for instruction will increase student achievement in kindergarten by establishing stronger foundational skills in pre-K (Goal 1), and parent activities will improve attendance and increase parent engagement (Goals 2 and 4).

2.   High-quality School-Day Experiences

The problem of low educational achievement and attainment is especially pronounced in many of the nation's urban schools that serve low-income populations. Students in the 129 public schools in Harlem's community boards 9 and 10, where the partner schools are located, regularly perform below NYC and NYS standards.[20] Recent Quality Review reports for the partner schools demonstrate ongoing struggles with achieving the necessary instructional practices and conditions to improve student learning. Reviewers consistently cited the need for (a) developing and refining curricula as well as lesson plans to include rigorous academic tasks

that require students to use higher order skills; (b) achieving greater consistency in evaluating

and adjusting pedagogical practice to accelerate learning; and, (c) strengthening the use of

formative assessment practices and the collaborative inquiry cycle to improve instruction.

Teachers in these schools often serve a greater percentage of special needs students and English

Language Learners, requiring differentiation for diverse learners, a skill that teachers often

struggle to master.

There is a body of research that clearly defines the roles of teachers, principals, and

teacher teams in improving instruction[21] but the academic outcome data suggests that there is a

continued need to build the capacity of people to change their practices. In a study of 47 urban

elementary schools, teacher collaboration had a statistically significant impact on student

achievement in math and science.[22] However, many teachers have little to no time to

systematically collaborate with their colleagues around their practices and where it does occur,

the interactions tend to reflect informal discussions of curriculum implementation rather than

intentional and coherent cycles of collaborative, inquiry-focused instructional decision-making.

Teacher teams tend not to reflect authentic learning communities where meaningful instructional

talk is part of a routine collaborative inquiry cycle.[23] In confronting this dilemma, researchers

warn of the need to move away from traditional teacher professional development as it tends to

be inadequate, fragmented, intellectually superficial and not reflective of how teachers learn.[24]

High-quality School-Day Strategies

Through the teaching and learning (T&L) domain, REACH seeks to retool the

instructional leadership and practices within its partner schools to consequently improve student

learning outcomes through a research-based professional development intervention designed to

simultaneously build the sustainable instructional capacity for teachers and teacher teams. The

theory of change holds that sustainable instructional change for better student learning outcomes

can best be achieved by simultaneously and coherently developing the capacity of three key

levers: school leaders, teacher leaders, and teacher teams. Guided by research on the

characteristics of high-quality professional development, the project's activities will include a

focus on content knowledge and pedagogical skills, in-depth and active learning linked to high

professional standards for teacher effectiveness, opportunities for teachers to engage in

leadership roles through a turnkey approach, extended duration that includes cohort-based

sessions (where PS 36 and FDA II teachers participate in professional development with teachers

from other REACH schools) and school-based sessions, with collective participation of groups

of teachers from the same school, grades and content areas.[25] The work is guided by three

overarching objectives:

- Collaborate with school leaders to: (a) critically examine their current instructional

  conditions, practices and outcomes; **and** (b) support the design, implementation, monitoring

  and refinement of school improvement plans that reflect coherent strategies to support

  sustainably greater learning outcomes for all students;

- Develop the pedagogical skills and content knowledge of teacher leaders through: (a) routine

  engagement in diverse professional development around highly effective instructional

  practices for more rigorous learning standards; **and** (b) continuous job-embedded coaching to

  enhance their ability to effectively translate their learning of pedagogical skills and content

  knowledge into their ongoing instructional practices; and,

- Strengthen data practices of individual teachers, teacher teams, and school leadership teams

  by building capacity to: (a) engage in the routine analysis of periodic assessment data along

  with action planning for instructional responses that targets student subgroups (e.g., ELL,

Students with Disabilities, Low-Income subgroups) for in-class and out-of-school time supports; (b) collect, analyze and respond to classroom data as part of an inquiry cycle to effectively meet student needs.

The teaching and learning domain informs the other domains in an effort to provide coordinated, cohesive, and intentional supports that will ultimately drive academic achievement. Academic data serves as an anchor for several pipelines, allowing us to more strategically integrate services. Student data is used to target students for expanded learning programs (ELO). ELO activities are designed for students to receive remediation supports (such as Saturday Academy or after-school tutoring), and for recruitment into enrichment programs that provide skill reinforcement though project based learning. Student data is compared to attendance and behavioral data to determine targeted supports through attendance initiatives and physical or mental health domain, for instance by linking students who have low achievement and chronic absenteeism to physical health services or students with low motivation and low achievement to mental health providers. Families are key partners in supporting academic achievement, and we work with the schools to develop parent workshops with games and take-home strategies that target specific skill deficits emerging from the academic data.

Teaching and Learning Supports

Under the existing pipeline services, the REACH Instructional Specialist collaborates with principals from each school in order to plan supports for the annual teacher leader cohort and individualized professional development that strengthens connections across grades and subject area disciplines. Each fall, the REACH team members participate in a day-long learning walk of classrooms at each school, followed by a discussion led by the Instructional Specialist, about the trends observed which informs the professional development plan for that school.

With this funding, these workshops will continue into next year. Based on the academic data from PS 36 and FDA II, we recognize the need for additional workshops and training on differentiation for students with special needs, ELLs, and students in the lowest third for academic performance. With this grant, the Instructional Specialist will design a series of workshops for elementary and for secondary teacher cohorts that will center on scaffolds and modifications for struggling learners. Each session in the workshop series will include a full-day session with a cohort of teachers across schools that provides time for planning, an on-site observation in each teacher's classroom to see how the strategies are being implemented, and follow up with each teacher and the cohort to reflect and refine the strategies. In prior years, we have found this format of intensive professional development to be critical in helping teachers transfer professional development into practice.

The Instructional Specialist will also design and facilitate the annual Summer Institute for teachers that include all of the partner schools and provide several full days of sessions along with workshopping of unit plans and curriculum maps to help teachers prepare for the next school year. Teachers work collaboratively across grade levels or content areas and across partner schools to share promising practices and share feedback to refine their plans. With this grant, we will be able to continue to include FDA II and PS 36 in the Summer Institute and provide their teachers with stipends to attend during their summer vacations.

We also build upon a wealth of instructional knowledge housed at Teachers College through the work with faculty and graduate students. Through the Milman and Zankel Fellowship programs, graduate students are available to provide in-class or pull-out small group supports to address skill deficits among targeted students. We collaborate with a number of faculty members who share their expertise directly with schools or who oversee graduate

students that support their research in schools. These activities are coordinated and supported by the Instructional Specialist throughout the year at PS 36 and FDA II.

Another key area of the work centers on the refinement of each school's use of periodic academic data to drive instructional shifts and provide targeted academic supports for students. Twice per year for grades 2–8, we provide the schools with periodic assessments that align to the state tests. We provide support to the schools for scoring the exams, compile the results, and present the data to schools showing the performance of all students and key subgroups (ELLs, students with disabilities), along with a breakdown by skills and question format. The REACH team then presents a workshop session to each school to help teachers with a deep analysis of their data and to work collaboratively to plan instructional responses in their classrooms and through academic supports. Funding from the Full-Service Community Schools grant will allow us to continue these supports for PS 36 and FDA II and support the goal of raising academic achievement (Goal 1).

Additional teaching and learning services will include expanded professional development for PS 36 teachers to improve the quality of school-day instruction. For the past two years, we have worked with teachers in grades 3–5 to unpack and implement a more rigorous math curriculum, *Engage NY*, that is closely aligned with the NYS core curriculum standards. After piloting this program with grade 3 in 2017–2018, proficiency on the state math test doubled. Based on these promising findings, we expanded to include grades 4 and 5 this year. With funding from this grant, we will be able to further expand professional development to include grades K–2. Funds will be used for the Instructional Specialist to provide workshops and for teachers to be paid stipends to attend outside of their workday. We believe this will

improve math scores in subsequent years by developing a coherent progression of skills starting in kindergarten (Goal 1).

Funding will also allow us to expand supports for literacy at PS 36. We will be working with teachers in grades K–5 to integrate phonics, reading, and writing skills from three curricular programs into one coherent set of curriculum maps and unit plans. The goal is to ensure that students receive a progression of skills by grade 5 that allow them to write creatively using their own voices, and build their capacity to write about reading to improve scores on the state test. We will also support more rigorous reading instruction by expanding classroom libraries. While K–2 students at the school have ample short stories to read, we will expand the options for informational texts in history and science. At grades 3–5, we will expand access to novels to support student's skill development at understanding more complex characters and plots as they unfold across a novel rather than short story. We believe these supports will result in increased numbers of students reading on grade level by grade 2, and higher literacy scores on state tests in grades 3–5 (Goal 1).

3. High-quality Out-of-School-Time Programs

There is clear evidence of the direct academic and social benefits of expanded learning opportunities to the lives of young people. Researchers found that ninth graders who, during middle school, participated in afterschool programs have better daily attendance and credit accumulation than matched peers who did not participate in such programming. They also found that afterschool and summer programs are important tools in closing the achievement gap.[26]

The availability of high-quality expanded learning opportunities is limited across all of the REACH partner schools. Combined, REACH partner schools reach only 230 students, each getting less than 80 hours of programming a year. Where students were involved in programs, they often

engaged in low-impact activities. In the past, PS 36 accommodated nearly 24% of its students for tutoring using a scripted curriculum for six hours per week. FDAII accommodates 6% of its students in a squash program for two hours per week. High-quality expanded learning opportunities are limited in the community as well. There are only two free supervised afterschool programs in the western portion of the targeted geographic area and one in the eastern. [27]

High-quality Out-of-School Time Strategies

Through the expanded learning opportunities (ELO) domain, REACH will continue to provide students with high-quality learning activities to support the development of critical skills and content knowledge as they engage in experiences that expose them to new ideas. With input from the schools, REACH has identified several thematic areas within which we develop and deliver activities—STEM, literacy, arts, service learning, and wellness. Enrichment and academic support activities align with literacy and math standards to allow students to have additional learning experiences using alternative pedagogical strategies, for which there often is not sufficient classroom time during the school day. These activities develop students' critical thinking skills, particularly the ability to comprehend, synthesize, and apply multifaceted information from diverse texts and sources, and develop their oral and written communication skills, such as constructing effective arguments supported by evidence. Additionally, ELO activities strengthen student self-confidence, academic resilience and persistence, as well as provide opportunities to interact with different perspectives and cultural contexts so that they can effectively engage with people of varied backgrounds. Ensuring access to safe, supportive, and structured expanded learning opportunities, especially in after-school settings, provide positive outlets for young people that make them less likely to use drugs, exhibit aggressive behavior, and participate in juvenile crimes.

Key objectives for expanded learning opportunities include:

- Develop and implement afterschool clubs in STEM, literacy, arts, service learning, and wellness that align to curricular standards and incorporate project-based assessments and reinforce classroom learning;

- Collaborate with teachers and/or CBO partners to develop and implement in-class or elective school-day ELO activities that provide opportunities for critical thinking or diverse learning opportunities;

- Support partner schools with the design and implementation of tutoring programs that provide targeted supports for students that can be differentiated for students with special needs or ELLs;

- Develop and implement a professional development program to build the capacity of Teachers College graduate students and community-based ELO staff to plan, deliver, and refine high-quality activities in partner schools; and,

- Develop and implement showcases of student work to celebrate and share the achievements of students with families and school community members.

The ELO activities are integrated with other domains, providing opportunities to dovetail services across multiple pipelines. ELO programming is coordinated with the teaching and learning domain to identify skill and content area needs, target students, and design needed curricular supports. The Summer Bridge program that supports transitions between key grades is also a part of the ELO domain. Family engagement is integrated as the community comes together in celebrating student work during ELO showcases. Finally, we incorporate social emotional and health programming as ELO activities through mindfulness, movement, and nutrition programs.

Expanded Learning Opportunity Supports

The REACH ELO Specialist collaboratively plans with principals each fall to develop a comprehensive ELO plan. The planning process takes into account already existing school-based clubs and activities, programs that are facilitated by TC graduate students, and programs provided by community partners that are funded either by the school or through existing TC funding. Current ELO offerings include afterschool enrichment, Saturday and afterschool tutoring, lunchtime clubs, and school-day electives. These include:

- STEM: coding, robotics, Engineering is Elementary, math tutoring, chess

- Literacy: digital storytelling, literary magazine, debate, reading tutoring

- Arts: film making, dance, painting, sculpture, photography

- Service learning: peer health educators, mentoring programs, youth historians

- Wellness: nutrition and healthy eating habits, yoga, mindfulness

The Community School Director (CSD) at FDA II also identifies internships and college access programs for high school students to increase workforce development skills, including opportunities for Trio/Upward Bound programs through Double Discovery at Columbia University, summer internships through West Harlem Development Corporation, and Summer Youth Employment Program (SYEP) through NYC's Department of Youth and Community Development. Diverse ELO programs provide students with targeted supports for remediation and enrichment activities to promote critical thinking that will ultimately yield academic improvements (Goal 1).

A robust and varied ELO program requires careful coordination of stakeholders and ongoing monitoring to ensure quality. The REACH ELO Specialist facilitates conversations with the school staff, program facilitators, and the REACH CSDs around the logistics and

programmatic goals, develops the recruitment plan and targeting of students, and monitors the quality of the programming with check-ins throughout the year. REACH CSDs provide daily on-site support for the facilitators, including the coordination of school facilities and attendance monitoring. The REACH team works with school-based teams to monitor and refine the programming throughout the year. One goal in these efforts is to help the schools build their capacity to manage and own their comprehensive ELO plan so that the intentional selection and targeting for programs becomes sustained by the school leaders and results in increased numbers of students who are enrolled in ELO programming (Goal 2).

For ELO activities led by TC graduate students, the ELO Specialist manages all aspects of the execution of the programs, including the recruitment, hiring and training for TC students. The ELO Specialist designs and delivers a series of monthly professional development workshops to support their lesson planning and facilitation skills; provides ongoing coaching and observation feedback throughout the year to monitor the quality and progress towards meeting objectives; and for school-day elective courses, the ELO Specialist coordinates planning with school teachers to ensure lessons involve further exploration and investigation into topics. Additionally, the ELO Specialist and CSDs collaborate around winter showcases for each school, and plan and host a May showcase at Teachers College where students from partner schools and their graduate student facilitators are able to highlight their culminating work in performances or displays.

Funding from the Full-Service Community Schools grant will allow us to expand and strengthen coordinated supports for PS 36 and FDA II. At PS 36, we will hire a full-time Community School Director (CSD) who will assist with the recruitment for programs, the monitoring program attrition, and the convening of a school-based team that will meet to refine

program offerings and identify additional ELO needs. The primary after-school partner at PS 36 will be Harlem Dowling Westside Center (HDWC), which will facilitate a variety of programming and homework help, funded through a grant secured by HDWC. TC will provide supplemental programming during lunchtime, a separate after-school tutoring program, and push-in to HDWC programming, based on the needs identified by the school-based team. At FDA II, the funding will allow us to guarantee that the full-time CSD (funded by a grant to TC from the NYC DOE) will be able to continue into years 3–5 of this grant period, when funding for the position is due to expire. As current streams of funding sunset, ELO programming at FDA II in years 3–5 will be facilitated primarily by TC graduate students, coordinated by the CSD and managed by the ELO Specialist. In addition to offering professional development to the graduate students, Full-Service Community Schools grant funding will allow us to extend professional development to CBO partners through a workshop series that will invite teaching artists from CBOs serving FDA II and PS 36 students. Through these efforts, we aim to increase the number of high-quality out-of-school time programs offered to students (Goal 2).

4.   Support for Transitions Between Key Grades

Transitions between academic settings require students to adjust their expectations and mindsets. Supports during these transitions help increase student chances of success in the next grade. It is often more difficult for parents and schools in under-resourced neighborhoods to have the capacity and time to support to provide these interventions, and the outcome can be a greater number of students who repeat a grade, who have lower achievement, or who drop out of high school. Parents are key partners in helping students navigate during these transitions, especially for transitions at the early grades. Students also need to be prepared for more rigorous academic work, and transition programs should provide academic supports to close gaps and ensure

students enter the next grade on target to meet the increased demands. Students need social emotional supports to increase their capacity to self-regulate.

As children progress from elementary school through high school, each year requires progressively more self-regulation and academic rigor. For transitions during elementary years, students need to learn how to negotiate their emotions and frustrations in social settings with other children – ideas such as sharing and taking turns. Classrooms transition from play-based settings to places with more structures such as lining up, raising hands, and longer periods of instruction. Transitions to middle and high school require that students are academically prepared for the upcoming grades and able to manage their academic work with more independence than in elementary school (for instance, being more responsible for completing their homework; coming to class prepared). Adolescence brings on other social emotional transitions, and it is important for students in these grades to have opportunities during these transitions to build positive social relationships with peers and build their self-confidence as they enter new schools with new peers. Additionally, as children progress through middle and high school, it is important to guide them in exploring possible career interests and post-secondary options. Offering exposure to the world of work is a starting point for helping students to understand the relationship of personal choices and academic performance to their aspirations for the future.

Transition Strategies

REACH's approach to transitions will provide students with wraparound services to help them prepare for and acclimate to the academic, developmental and social challenges they will encounter as they transition into new educational settings. It is shaped by the following principles:

- Intellectual curiosity and rigor: engage students in academic work that requires inquiry, curiosity, and the construction of well-reasoned arguments;

- Cultural awareness and exploration: exploring different perspectives to understand the diversity that surrounds them and to develop an appreciation of the lived experiences of others;

- Academic resilience and persistence: help students explore their strengths and weaknesses, develop the ability to advocate for assistance when needed, and maintain self-determination in the face of setbacks; and,

- School context: provide students with an understanding or the norms and expectations of the school structure they are about to enter, as well as build the skill set needed to effectively navigate the system in support of their academic and social emotional needs.

Bridging school transition will fall primarily under the expanded learning opportunities domain as we will design and deliver these programs to take place during a four-week Summer Bridge program. To integrate this work into the other REACH domains, the REACH Instructional Specialist will provide curricular and instructional supports to design the academic components of the Summer Bridge program. We will include community partners to address the social emotional and developmental aspects of the program. Additionally, providing a structured, supervised and safe space for students during the summer should reduce opportunities for delinquent behavior and other risk behaviors that will help students avoid becoming involved in the juvenile justice system. Lastly, we will design two family engagement events to take place during the Summer Bridge programming to ensure parents are working in partnership with the schools to support these key transition points.

Summer Bridge Transition Supports

Using funds from the Full-Service Community Schools grant, we will add new transition supports for PS 36 and FDA II by designing and delivering a four-week Summer Bridge program to support rising students in grades 3, 5, 6, 9, and 12. We have selected these grades based on the following significance:

- Rising 3rd grade: in New York State, grade 3 is the first in which students are required to sit for state exams and students tend to develop anxiety over state tests during this year; additionally, this grade marks a pivotal shift in transitions from learning to read to reading to learn.

- Rising 5th grade: We have found that PS 36 has struggled to retain students between fourth and fifth grade due to parents seeking alternative settings such as independent or charter schools; by providing a summer connection to their current school over the summer, we hope this will help students feel more prepared and supported at PS 36.

- Rising 6th grade: FDA II welcomes a new cohort of sixth graders from schools across the city each year. By working with the students in the summer, we will be able to identify students for early interventions, help to build a cohort mentality to support social adjustments, and help to address some of the mental health needs as students begin to transition to adolescence.

- Rising 9th grade: In addition to their existing eighth grade students who transition to high school, FDA II welcomes other ninth grade students from across the city each year. Working with the 9th grade over the summer allows teachers to identify students for early interventions, prepare students for more self-regulation involved in high school, and build awareness of the academic expectations needed to achieve a high school diploma.

- Rising 12th grade: For this grade, we aim to frontload preparations for college applications. Rising seniors will receive academic supports in preparation for SATs or ACTs. Additionally, students will receive college advisement and college essay writing preparation so that they can enter the fall with a plan for the application process.

Funding from the Full-Service Community Schools grant will allow the Expanded Learning Opportunities Specialist to design and manage all aspects of the Summer Bridge programs. We will use funding to hire instructors for the academic, enrichment, and advisory programs. The Instructional Specialist will provide consultation on the academic curriculum. The Community School Directors will design and facilitate workshops and events for parents during the Summer Bridge programs. By expanding programming to the summer, we aim to increase the number of students enrolled in ELO programs (Goal 2).

The Summer Bridge programs will take place over four weeks starting in July. A portion of each day, Monday through Thursday, will include academic supports for English Language Arts, math, or SAT/ACT prep for rising seniors. Part of each day will include an advisory period, during which students will participate in team building activities, hold discussions around developmentally appropriate social emotional topics, and for rising 6th and 9th grade students, explore their new educational settings with tours of their new schools. A third part of each day will include arts and/or STEM activities to promote inquiry and exploration. Fridays will be devoted to field trips to expand cultural awareness of the neighborhood and New York City and include college campus visits. Summer Bridge will incorporate two family days – one for parents to learn more about they can support their child during these academic changes, developmental changes, and new school contexts; the second parent event will be a family celebration day that will showcase student work and also include activities for parents and families to participate

together. Academic work from the Summer Bridge program will be compiled and shared with the schools for next steps when students return to the school in September. The inclusion of academic and social emotional components in Summer Bridge will help us support academic achievement for participating students (Goal 1), and parent activities will help us to increase parent engagement (Goal 4).

Additionally, we will design a separate Summer Bridge program for rising kindergarteners to take place prior to the end of summer at PS 36. In addition to meeting with the kindergarten teachers, parents will receive resources to support literacy and numeracy at home to prepare for the kindergarten curriculum. The program will include an introduction to phonics and math activities for students along with enrichment activities. Children will have an opportunity to meet other classmates in a supportive setting. This program will help us prepare students for kindergarten and support their academic achievement (Goal 1) and increase parent engagement in support of academic goals (Goal 4).

5.   Family and Community Engagement

To achieve academic success, children need connected and interactive networks of adults inside and outside of school who share clear goals and expectations for student success. This idea is consistent with Mark Warren's notion of *social closure* wherein there is an intersecting set of relationships among the adults involved in a child's life, primarily parents and teachers, which allow them to coordinate their actions around a unified set of expectations to cultivate the overall development of the child.[28] Parent involvement is positively associated with stronger academic achievement and greater frequency of habits that promote lifelong success including better self-regulation, work orientation, and improved school attendance.[29]

Along with the benefits that accrue to young people, teachers and parents benefit from effective family engagement with schools. Research suggests that teachers who invite parent engagement tend to have high levels of professional efficacy and benefit from parents who consequently view them as better teachers.[30] Parents who are engaged by teachers with suggestions for helping children at home may experience increased efficacy that can have positive implications for other areas of their lives.[31]

Ultimately, there is no one path to effective family engagement—it requires creativity, differentiation, and specificity to establish unique goals and strategies for success as well as a shared understanding of the work to be done by each stakeholder. REACH's vision for family support and engagement is to strengthen the network of support for young people by building the skills and confidence of caregivers to effectively extend the academic and social emotional learning, as well as the physical and mental wellness of their children so that they can achieve their fullest potential.

Family and Community Engagement Strategies

The work that REACH will undertake in the family support and engagement domain is guided by three objectives:

- Collaborate with the school staff (parent coordinators, parent association leaders) to determine the needs and assets of the school's current family engagement portfolio to design more responsive and comprehensive family engagement plans;

- Design and deliver workshops for parents to deepen families' knowledge of and skills needed to effectively support their children's academic, physical, and social emotional development, including celebrations of student achievements or growth and information for parents about academic benchmarks to monitor their child's progress; and,

- Build networks and provide resources for parents to empower them with information to make informed decisions on the betterment of their family's academic careers, cultural experiences, physical and metal health and housing, in order to reduce barriers to learning for their children.

The aim is to build social closure between caregivers and school staff and faculty. FSE activities will integrate a number of other pipelines including teaching and learning, expanded learning opportunities, and physical and mental health. Through coordinating actions of school staff, REACH staff, and CSDs, we will thoughtfully pursue opportunities to highlight student success with parents from school day recognitions and ELO program celebrations to workshops and digital communications that provide parents with information about classroom and ELO learning in ways that support parents to reinforce learning at home and prompt their children with questions that promote curiosity and lifelong learning. Parent workshops provide opportunities for schools to share benchmarks for social and physical developments, overlapping with the physical and mental health domain. Another aspect of this work is ensuring parents have resources to help students come to school prepared to learn by feeling empowered to address sleep, nutrition, housing, and health concerns. We will offer support to parents to serve as models of lifelong learning through referrals to community based opportunities for improving their own educational outcomes, such as GED/TASC classes, additional college credits, and career skill training. These adult education opportunities are available to alumni of partner schools as a resource that helps connect the greater school community to workforce readiness opportunities.

Family Support and Engagement Supports

We will continue REACH supports for family engagement that aim to increase connections between schools and caregivers. REACH Community School Directors (CSDs) will collaborate with parent coordinators and parent associations to design and deliver up to five workshops for parents that help to provide a more robust parent engagement plan for the school. These workshops involve the expertise of the CSDs and Teachers College faculty and graduate students to build parent capacity to support their child's attendance and academic success. CSDs will also continue to design workshops in collaboration with community partners such as New York Foundling, Institute for Family Health, and Children's Health Fund to provide parents with resources they can use to support their child's wellness. CSDs are key partners with school staff in designing formal opportunities to showcase student work at least twice per year (winter and spring). These activities support the goal of increasing parent engagement (Goal 4) and address health barriers that will help improve student attendance (Goals 2 and 3). School-based winter showcases are also opportunities to invite school alumni so they remain connected to the school to celebrate student achievements as a community.

CSDs continue to have a role in working with partner agencies to provide resources to parents for their wellbeing and improvement. For example, REACH has partnered with the Manhattan Educational Opportunity Center (MEOC) at the Borough of Manhattan Community College to provide parents with free programs for English as a Second Language, GED/TASC high school equivalency programs, and college or career training. CSDs will continue to design and deliver annual health fairs at each school that invite parents and families to meet with local community health partners, for blood pressure screenings, and for movement activities such as

yoga and Zumba. With these activities, we will increase family access to healthcare (Goal 3) and increase parent empowerment by providing resources for their advancement (Goal 4).

With the funding from the Full-Service Community Schools grant, we will be able to provide PS 36 with a full-time CSD who can strengthen the school's parent engagement plan by including additional community resources for parents. The CSD will design up to five parent workshops around academics or wellness, coordinate with school staff to design two student showcases, and lead the design and delivery for a Health Fair for parents and families. Additionally, the grant will allow us to maintain the CSD at FDA II in years 3–5 (after current funding has expired) to continue the programming in support of parents as partners. In addition to the family engagement activities listed above, the CSDs will be responsible for coordinating formal opportunities such as focus groups, forums, and surveys to gather input from families and parents that will inform changes and additions to programming.

6.   Social, Health, Nutrition and Mental Health Services

As explained in section II.A, a needs assessment of the community indicates students in Harlem face many mental and physical health barriers to learning. Young people's persistently poor academic outcomes mirror their physical and mental health outcomes. For instance, community board 10 has the second highest asthma hospitalization rate for Manhattan (8.4 per 1,000).[32] According to the New York City Department of Health, the rate of obesity ranges between 17% and 25%; high blood pressure is around 32%; high cholesterol is nearly 26%; and diabetes is around 13%.[33] Unfortunately, the health data for public elementary and middle school students indicate that they are already on a deleterious trajectory with obesity rates at 24%. The mental illness hospitalization rate has increased by at least 20% over the past decade.[34] Not

surprisingly, far too many children arrive at school with one or more health problems that undermine the ability to learn.

Focus groups with families and parents as well as discussions with school leaders have revealed that the health circumstances of the community are consistent with those in the REACH partner schools. For instance, parents who participated in the focus groups across three partner schools reported needs for health education programs such as proactive wellness strategies, child development, and nutrition; screenings and follow-up care for vision, dental, and hearing; and mental healthcare for students and families. Principals have reported that some of the mental health issues that regularly confront them include students entering elementary school with speech and other developmental delays, hyper-aggressive behavior, maladaptive sexual behaviors and relationships, and depression. In one elementary school, the principal reported that a handful of children have mental health issues as serious as schizophrenia. The principals of two elementary schools indicated that they also have several students in need of psycho-educational assessments.

Social, Health, Nutrition, and Mental Health Strategies

REACH's theory of change holds that we can improve students' readiness to learn by providing them and their families with opportunities to develop health literacy, proactive use of positive health care practices as well as access to and utilization of high-quality health care services. We believe in a tiered approach to physical and mental health issues that present at the schools, where students and families are grouped based on highest need for individualized supports (tier 3), early intervention needs (tier 2), and universal need (tier 1). Through its physical and mental health domain, REACH, based on community data and information collected from focus groups and discussions with school stakeholders, seeks to focus on:

- Health education (physical, mental, sexual) for students, families, and educators

- Screenings and follow up care for vision, hearing and dental

- Nutrition

- Counseling, psychological and psycho-educational services

- Health promotion for school staff

- Healthy and safety school environments

REACH has built a coalition of community agencies to support this work.

Physical and Mental Health Supports

We will continue several universal physical health supports that are coordinated by the existing Community School Director (CSD) at FDA II and that will be supported by an additional CSD at PS 36 with this funding. CSDs design and implement an annual health fair for students, parents, and alumni of the school, which includes community health agencies that share resources and provide blood pressure screenings. Past partners at health fairs have included: Children's Health Fund, Institute for Family Health, New York Foundling, and Bent on Learning (yoga). CSDs also coordinate dental and vision screenings for students at no cost to parents through SMILE Dental and through Warby Parker or Helen Keller International. Depending on need, REACH will collaborate with Columbia University's Mailman School of Public Health to conduct health needs assessments or focus groups. We also incorporate health and nutrition programs in the expanded learning opportunities programming, which has included Zumba, Harlem Grown nutrition and urban gardening programs, Choosing Healthy and Active Lifestyles for Kids (CHALK) through NY Presbyterian Hospital, and Bent on Learning yoga classes. For more targeted supports, we identify and leverage community hospitals and clinics, such as Mount Sinai St. Luke's, to build a resource bank and for referrals. These resource banks are

available for current students and families, and also accessible to alumni of the schools who remain connected to the school community. Through these activities, we will increase student access to physical health supports (Goal 2).

Physical health barriers are a main cause of student absences. A key responsibility of the CSDs is to design and coordinate a tiered attendance program for each school. Using data on absences and lateness, students are divided into tiers of supports. Universal supports include recognition for improved attendance and high attendance as well as incentives. Tiered supports include targeting for expanded learning opportunities or check-ins with adults or mentors at the school. For severely chronically absent students, the CSDs work with the school's attendance teachers and guidance counselors to consult with parents around the causes for absences and to identify resources that can help to address the family's needs. These activities support the goal of increased attendance (Goal 2).

REACH's mental health initiatives aim to promote positive school culture and destigmatize mental health services. REACH assisted New York Foundling in establishing school-based mental health clinics at both sites (the clinic at FDA II is scheduled to open in 2019–2020) that allow for more intensive site-based group and individualized counseling. The clinics are able to serve students at the schools, and also provide services to community members and alumni of the school. The CSD at FDA II and an additional CSD at PS 36 will work with school staff to manage each school's advisory program and behavior management system (e.g., Positive Behavioral Intervention and Supports at PS 36; Community Advisory Program at FDA II), including tracking positive behaviors and awarding incentives. A key goal of these programs is to increase the number of positive relationships students have with adults, which can result in a decrease in juvenile crime, drug use, truancy, and aggression. The CSDs will serve as members

of each school's student support team to monitor the referrals for mental health counseling and leverage resources for families to ensure counselors are maintaining active caseloads (Goal 3).

Funding from the Full-Service Community Schools grant will allow us to contract with New York Foundling to hire an additional licensed clinical social worker (LCSW) for FDA II to provide a variety of tiered counseling services, including individual counseling and a Blues Group designed to address depression and suicidal ideation in teenagers. At PS 36, we have secured funding from NYC DOE to ensure a LCSW will provide individual counseling for students, and to facilitate a parent group therapy program called the *Incredible Years*, which helps parents build social emotional competence to prevent and reduce behavioral and emotional problems in young children. These programs will be coordinated with the student support teams to complement mandated counseling by school counselors, and expand the amount of targeted supports each school can provide. The goal of these activities is to increase access to mental health supports (Goal 3).

IV. Quality of Project Services

Through its community school initiative, REACH has established a coherent set of activities implemented to varying degrees in eight public schools that form the foundation of this partnership. The activities are consistent with programmatic elements that have demonstrated success based on studies with ESSA Tier 1-2 evidence,[35] indicating that activities forming the foundation of the REACH Full-Service Community Schools project likely will yield similar successful results. Based on ongoing annual evaluations, REACH will augment and refine these activities to achieve the objective of deepening the impact through more comprehensive and data-driven services.

A.   <u>**Strong Theory to Support Project**</u>

REACH is theoretically grounded in research. First, it reflects the programmatic

components and approaches of a community school framework; and it privileges a focus on

instruction, and the conditions that impact student learning. Its domains are well-aligned with

five essential supports—leadership, parent-community ties, professional capacity, student-

centered learning climate, and instructional guidance—delineated in the framework provided by

Bryk and his colleagues.[36] REACH is consistent with other programs and initiatives highlighted

in at least five community school studies[37] that met Tier 1-2 (strong and moderate) evidence

criteria for the ESSA.

Through its current community school practices, REACH has been the organizing anchor

for a range of community-based organizational partners that have worked to collectively design,

deliver, and monitor programming to ensure school-level coherence. In this way, REACH's

efforts are reflective of the collective impact theoretical frame— the commitment of a group of

stakeholders from different sectors to a common agenda for solving a specific social problem—

because it has organized stakeholders from partner schools as well as community-based

organizations from the healthcare, youth development, and adult education sectors to coherently

address the multi-faceted needs that underlie the persistently low educational outcomes in the

community.

Lastly, REACH leverages the theoretical underpinnings of the anchor institution concept.

As an institution of higher education, TC, along with its Columbia University partners, is

uniquely positioned as a viable anchor for the proposed project due to three key conditions:[38]

first, it is spatially immobile and therefore a "fixed asset" for the community; second, it has

access to a range of resources—intellectual, human, and social capital—that it can leverage in

support of efforts to develop the community and reform schools; and third, it shares key research findings that identify promising practices for practitioners.

B.   Likelihood Solutions Will Lead to Improvements

As noted earlier, the REACH community school model is supported by robust educational research and demonstrated effectiveness based on the ESSA Evidence Standards. For example, REACH anchors its approach in an emphasis on school leader and teacher development and then builds other programmatic domains (e.g., expanded learning opportunities, early childhood readiness, physical and mental health, and family support and engagement) as essential intersecting supports. This reflects the theoretical model offered by Bryk and his colleagues in their analysis of longitudinal data from over 200 Chicago elementary schools. They found gains in student engagement and learning were more likely in schools with strong practices in one or more of five organizational supports—leadership, parent-community ties, professional capacity, student-centered learning climate, and instructional guidance—and a greater likelihood of stagnation in schools that demonstrated significant weaknesses on one or more of the supports.[39]

A review of several studies meeting ESSA evidence criteria offers additional support for the likelihood that REACH will lead to improved outcomes. Its domains are consistent with the program features (e.g., health and wellness services; extended school day and year programs offering academic support; enrichment opportunities; and behavioral health and life skills instruction) of the Full-Service Community Schools (FSCS) programs at Lincoln and East Allegheny Middle Schools in low-income communities near Pittsburgh, Pennsylvania. In a study, meeting ESSA evidence Tier 1 and 2 standards, of FSCS's impact on student outcomes, researchers found improvements in peer relations across both schools while only one had

significant ELA improvements and the other had higher math outcomes.[40] There were at least four other Tier 2 studies that had design elements similar to REACH and demonstrated improvements for students; and in some instances, time (e.g., length of implementation) was a contributing factor to improvements.[41]

In addition to the evidence supporting the community school framework as a vital approach to improving student outcomes, particularly in low-income communities, REACH has also leveraged research about effective practices to inform each domain's development and will continue to take this approach to build a more robust consortium. For example, activities around school leader and teacher professional development, including the focus on teacher teams, was informed by research findings that teacher collaboration had a statistically significant impact on student achievement in math and science;[42] and other research indicating a clear need to build the capacity of teachers, principals, and teacher teams to more effectively fulfill role responsibilities in order to improve instruction and student learning.[43] In a study by Sebring and her colleagues that met ESSA Tier 3 evidence standards, they found that only 11% of schools weak in leadership improved substantially in reading and only 9% weak in teacher work orientation improved (compared to the expected 25% distribution).[44]

Furthermore, strong and long-standing relationships with TC's community and school partners will be another key factor to ensure continued success. With more than 400 years of combined experience in this neighborhood, partners have an unparalleled knowledge of its history and population that they will bring when addressing the needs of youth and families. The deep commitments of partners, evidenced by the MOU agreement and letters of support, including those from the Department of Education, provide assurance there is a strong

collaborative environment that will allow for productive engagement leading to improved outcomes for youth and families.

C.   **Expertise of Partners**

For the consortium of community-based partners, we have chosen a set of highly regarded organizations that have been strong partners in the past, share the theory of action, and have deep roots in the community as well as a proven track record of providing high quality services. Their alignment with the vision and theory of change described in this proposal is codified in the draft memorandum of understanding, as well as each partner's commitment to accountability for its role.

Teachers College is the oldest and largest graduate school of education in the United Sates and brings vast experience in preparing educators who not only serve students directly, but also coordinate educational, psychological, behavioral, technological, and health initiatives to remove barriers to learning at all ages. Through REACH staff, Teachers College will contribute expertise around teaching and learning, expanded learning opportunities, and early childhood readiness.

New York Foundling began over 147 years ago and has evolved from a respite home for abandoned children to a comprehensive spectrum of community support services designed to empower vulnerable children and families. For over ten years, NYF has been recognized as a pioneer in the adoption and dissemination of evidence based treatments. It relies on programs demonstrating evidence of deterrence, sustained effect, multiple site replications, rigorous scientific research design, positive cost-benefit ratio, and other prescribed factors. NYF will provide the consortium with expertise around mental healthcare for families and adolescents.

Harlem Dowling Westside Center has served and assisted neighborhood children for over 100 years to develop confidence, resilience, academic skills, and adult/family support to be the foundation for helping Harlem's children become responsible, self-sufficient adults. HDWC will contribute expertise around school-based afterschool programming and family support networks.

Since 1987, Children's Health Fund has increased access to healthcare for children and families in New York City, working to expand health insurance coverage for low-income children. Their *Healthy and Ready to Learn* program aims to reduce health problems that can impact children's abilities to learn in school, including mental health and behavioral problems; vision, hearing, and dental problems; lead exposure; hunger; and uncontrolled asthma. CHF will contribute expertise around physical healthcare strategies for students and families.

Selection of additional partners will be deliberate, and intentional based on prospective partners and/or advisors' vision, practices and capacity to be consonant with REACH's mission and theory of change as well as culturally respectful of the community to be served. Through its nine years of directing 21st Century Community Learning Center programs as well as six years of the REACH community school initiative, TC has maintained excellent relationships with various organizations providing high-quality services and programming to stakeholders: ExpandED Schools, Harlem Children's Zone, Harlem Dowling, the New York Mission Society, Manhattan Educational Opportunity Center, The New York Foundling, Goddard Riverside Community Center, Institute for Family Health, and Young Audiences New York. Others have included Harlem SEALS, Harlem School of the Arts, Dance Theater of Harlem, Abyssinian Development Corporation, West Harlem Development Corporation, and Morningside Area Alliance.

Furthermore, TC professors have indicated a willingness to continue their current engagement with REACH, which includes leveraging students in their courses to develop,

administer, and analyze surveys as well as conduct focus groups and workshops for parents in response to their expressed needs. Some faculty who have contributed to REACH's efforts include: Dr. Derald Wing-Sue, an expert on issues of cultural sensitivity in dealing with diverse communities; Dr. Sharon Lynn Kagan who has a database containing profiles of more than 80 of the best early learning transition programs from around the world; Dr. Carolyn Riehl who researches school leadership and teacher practices; and Dr. Adena Bargad, a specialist in women's health issues.

Through graduate assistantships, service fellowships, federal work-study, and fieldwork requirements, TC graduate students are a source of human capital that REACH will continue to leverage across all domains: early childhood readiness, elementary, secondary, and special educators; clinical and counseling psychologists/mental health practitioners; literacy and reading specialists; and community/public health professionals.

D. <u>Ensuring Equal Access and Treatment</u>

REACH will ensure services target underrepresented groups and are accessible to the diverse community. To ensure equal access and treatment for students and families in the target schools, REACH staff will continue to work with school leaders and staff to routinely use academic and non-academic data[45] to identify and target students and families with needs that can be addressed through the project's activities. Based on lessons learned from its work with the schools, REACH will pay particular attention to the following sub-populations: English learners, youth and families in temporary housing, students with disabilities, and newly arrived immigrant families. The Instructional Specialist will provide professional development emphasizing pedagogical practices for ELLs and students with disabilities so that school-day teachers and ELO instructors will build their capacity to design and deliver lessons that are

accessible to all learners. The Community School Directors at each school will provide more intense, direct support to help students and families consistently access services through consortium partners. To encourage participation and follow through with referrals, REACH will ensure that all tools of engagement are translated into different languages and translators will staff community events to ensure all community members can access information and provide feedback. Lastly, programs and events will be held in facilities that are readily accessible for individuals with disabilities.

V. Adequacy of Resources

A. Commitment of Partners

As indicated in the previous section, *Expertise of Partners*, Teachers College has entered into an initial memorandum of understanding with consortium partners, New York Foundling, Children's Health Fund, and Harlem Dowling Westside Center. Each agency has agreed to attend quarterly consortium meetings to monitor program delivery and make recommendations for additional pipeline supports; committed to supporting and providing resources and programs based on each agency's expertise and funding; implement mechanisms for holding their organizations accountable for their performance; and, support the evaluation plan for the project, including the collection and sharing of data. NYF, CHF, and HDWC have secured other funding to continue providing services at the partner schools. This includes administrative support, salaries for program managers, site coordinators, and programming for students and families.

We have obtained letters of support from the principals of the partner schools. They have agreed to serve in an advisory capacity to the consortium to monitor services at the school site and identify additional needs for their schools. The principals agreed to share school data for the evaluation of the program, with the understanding that the evaluation does not require the

sharing of confidential or sensitive data about families or students. Both principals of the partner schools have committed to the sharing of school facilities to support the proposed programming, as indicated in their letters of support. Schools will provide a dedicated work space for their Community School Director. At both schools, there are already designated, confidential spaces for mental health counseling to take place. As part of their roles, the CSDs will meet weekly with principals to collaborate around shared classroom or meeting spaces for ELO programming, professional development, and parent workshops. Teachers College will also offer meeting rooms for workshops and professional development as needed.

The NYC Department of Education has also lent support for this application. The Office of Community Schools will offer access to needs and assessment tools, attendance improvement resources, and access to training and professional development. The superintendents for both schools have also shared their support for the proposed activities in this application.

B.   **Estimating Costs**

TC has a considerable experiential base for estimating the costs associated with a project like REACH: (1) Working with economist Richard Rothstein we have developed a methodology for estimating the per-child costs of providing the complete continuum of supports needed from birth–18 to provide a child from poverty with a meaningful educational opportunity; (2) Dr. Henry Levin and researchers from the Center for Benefit-Cost Studies of Education conducted a cost study of the REACH university assisted community school initiative using the ingredients method of cost analysis to understand the costs of the resources used to implement activities that generate program impact, which will provide critical insights to not only inform replication but to help identify opportunities to achieve greater efficiency in financing the costs.

The program budget outlines both the expenses that will be supported with federal funding and the matching contributions from Teachers College through NYC DOE grant funding, Teachers College fellowship programs, and Teachers College tuition subsidy. Each consortium partner is deeply invested in support of this work and has secured their own funding sources to deliver programming at the schools. Contributions from each consortium partner include office space, program coordinator and manager salaries, supplies, and administrative support, in addition to funding to deliver services.

A large investment in human capital is necessary to ensure quality programming and help schools to build their capacity to operate intentionally in coordinating comprehensive community school supports. As evidenced in the detailed budget narrative, the largest percentage of total funds requested will support the personnel responsible for coordinating and delivering REACH programming who will work directly with individual teachers, families, students, and community members. Each cost in the program budget can be directly connected to a specific objective.

Total forecasted program costs, supported by Full-Service Community Schools funding, averages $499,317 per year to serve approximately 730 students and their families, and approximately 60 teachers and school staff members. This is an average cost of $684 per student per year, which is reasonable for the comprehensive programming we propose. Teachers College will contribute an average of $161,218 per year of matching funds, which is approximately 32% of the total five-year budget requested.

C.   Role of Community School Directors

REACH's Community School Directors (CSDs) are integral partners at each school serving as bridges between the school community and the larger community, and between the schools and consortium of partners. Both schools will have a full-time CSD dedicated to the

coordination, planning, monitoring, and delivery of services and to assist with the day-to-day operations of the program. For years 1 and 2 of the grant, we have funding through New York City's Office of Community Schools to ensure a full-time CSD at FDA II. The Full-Service Community Schools grant will allow us to continue to employ a full-time CSD there for years 3–5 of the grant period. PS 36 has had part-time graduate students to provide support, but with this grant we will be able to assign a full-time CSD.

CSDs will be expected to oversee work involving attendance, physical and mental health programming, expanded learning opportunities, family engagement, and school-specific programs. Attendance work will include the establishment, monitoring and refinement of attendance data, facilitation of attendance team meetings, and development of student re-entry plans after extended absences. CSDs will be expected to coordinate with physical and mental health partners outside of the school and with guidance and student support teams providing school-based services. They will be responsible for coordinating vision and dental screenings, and designing a health fair for families. By monitoring data on interventions, CSDs will be key members of school teams focused on refining referral processes and tracking the effectiveness of programs. The CSDs will work with the ELO Specialist to identify and recruit students for expanded learning opportunities and serve as day-to-day coordinators of attendance and logistics. CSDs will work with the REACH Director and each school's parent coordinator to design and deliver workshops that help to build more comprehensive parent engagement plans at the schools, as well as research and identify additional resources for parents for adult education and career training. Lastly, as members of the school team, the CSDs will help principals and staff to monitor progress for the school's intentionality through the collection and review of integrated data. The CSD position requires them to build relationships with school staff and faculty and to

have thorough knowledge of the school's data and needs. They will serve as integral members of School Leadership Teams (SLTs).

The CSDs will have access to many supports to build their capacity to coordinate services and effectively partner with schools. The CSDs will report to the REACH Director who will meet with them weekly to troubleshoot service delivery based on each school's context. Additionally, the REACH Director will convene professional development sessions for CSDs across all partner schools and for all REACH team members focused on building collaboration, leadership, facilitation skills, and data use. The New York City Department of Education's Office of Community Schools has also extended invitations for the CSDs to participate in their workshops for Community School Directors that include six full-day trainings throughout the year.

VI. Quality of the Management Plan

A. Coordination and Monitoring of Services

Teachers College has extensive experience in supporting schools to improve the coordination of community resources and monitor the impact of interventions. For this project, REACH will establish a **Management Team** and a **Consortium Team** that will oversee all aspects of the implementation of the proposed services. Members of the REACH Management Team will include the Director, Instructional Specialist and ELO Specialist who will design and implement program services as detailed in the narrative above, and meet weekly to monitor, assess progress, and adapt program implementation as necessary. The Management Team will meet twice per year with the evaluation team for oversight of the entire project and for additional progress reporting towards program goals. The Management Team will have support from the Assistant Director of the Office of School and Community Partnerships who will assist with

fiscal and administrative management of the grant, and liaise with the administrative departments at TC including grants, accounting, human resources, and legal services.

Regular communication and collaboration among partner agencies and principals benefits the coordination and delivery of services in a full-service community school. Under the leadership of the REACH Director, we will convene a **Consortium Team**, consisting of the REACH Management Team; representatives of New York Foundling, Children's Health Fund, and Harlem Dowling Westside Center; the partner principals; and the REACH Community School Directors. The Consortium will also be advised by Dr. Nancy Streim, TC's associate vice president for school and community partnerships. Dr. Streim oversees all of TC's institutional partnerships with New York City schools, including the development of the highly successful Teachers College Community School (grades PreK-8).

The Consortium Team will meet quarterly to monitor implementation and review strategies. These meetings will ensure we continue to build relationships and trust, develop a common understanding of the school contexts, and share promising practices based on respective areas of expertise. These meetings will also provide opportunities to highlight implementation successes; identify gaps, needs, and challenges; and evaluate progress towards outcomes and goals. The Consortium Team will also meet at least once annually with the evaluation team for oversight of the entire project and for additional progress reporting towards program goals.

REACH will continue current activities that improve coordination, solicit feedback, and build relationships with the greater school communities. REACH has identified a number of protocols and planning sessions that are useful for schools to revise strategies to ensure that pipeline services are intentional, coherent, and sustainable. The Management Team intends to continue this work with partner schools at mid-year data dialogues and year-end retreats.

REACH Team Members will present updates to the greater school community at School Leadership Team (SLT) meetings at least once during the school year to enable knowledge sharing and solicit feedback, and Community School Directors will regularly attend the monthly SLT meetings to build relationships with multiple stakeholders. These actions will help REACH monitor services and respond to the needs of the target population at the schools.

B. Key Personnel

Outlined below are the key personnel who will be responsible for program management and delivery that will be supported by the Full Service Community Schools grant. Curriculum Vitae of current staff are included as an attachment to this application. All positions are currently staffed except for the PS 36 Community School Director, who will be hired by November 1, 2019.

- Catherine Hogg, PI and Project Director will devote a total of 49% effort through June 2020; 50% effort through September 2021; 37% effort in Year 3; 34% effort in Year 4; and 31% effort in Year 5. The decrease in subsequent years will be due to both the decline in need for services as schools become more self-sufficient in coordinating their work, and as a result of additional fundraising efforts to corporations, other government grant programs, and foundations by Teachers College to support the balance of funding for the Director's position. She will direct all project activities; supervise all REACH staff; manage operations; oversee budget; convene quarterly consortium partner meetings; liaise with other community stakeholders as needed to move the project forward; consult with principals and school leadership teams to build their capacity to use data to design and monitor full-service community school initiatives; and coordinate with the evaluation team to monitor progress towards the program goals.

- Danielle Proscia, Instructional Specialist, will devote a total of 43% effort through June 2020; 50% effort through September 2021; 36% effort in Year 3; 34% effort in Year 4; and 31% effort in Year 5. The decrease in subsequent years will be due to both the decline in need for services as schools develop instructional capacity, and as a result of fundraising efforts by Teachers College on behalf of REACH that will support the Instructional Specialist's position. She will develop, implement, and monitor the professional development strategies to build the instructional capacity and practices of teachers and teacher teams across all REACH community schools, including the REACH periodic assessment process.

- Kyle Hagenburger, Expanded Learning Opportunities Specialist, will devote a total of 54% effort through June 2020; 50% effort through September 2021; 36% effort in Year 3; 34% effort in Year 4; and 31% effort in Year 5. The decrease in subsequent years will be due to both the decline in need for services as schools develop their capacity to manage ELO programs, and as a result of fundraising efforts by Teachers College on behalf of REACH that will support the ELO Specialist's position. Kyle will manage the development, implementation, and refinement of high-quality programs for REACH's year-round expanded learning opportunities (ELO); collaborate with community agencies to build comprehensive ELO programs and support their instructor's abilities to facilitate effective activities; and collaborate with school teams to cultivate robust ELO cultures across all REACH community schools.

- Michael Dorcelly, Community School Director, will devote a total of 100% effort. He will provide leadership support and coordination of the development, implementation, monitoring, and refinement of data-driven programming to support physical health literacy

and practices; attendance interventions; family engagement to ensure access to and utilization of needed resources; and manage the school's database of interventions at FDA II.

- Not yet hired, Community School Director (CSD) for PS 36, will devote a total of 100% effort. The CSD will provide leadership support and coordination of the development, implementation, monitoring, and refinement of data-driven programming to support physical health literacy and practices; attendance interventions; family engagement to ensure access to and utilization of needed resources; and manage the schools' databases of interventions at PS 36.

      C.   **Timeline for Key Tasks**

Once funding decisions are made, we will begin planning for the delivery of expanded services. The Director will begin hiring for a full-time Community School Director for PS 36 and New York Foundling will begin hiring for a licensed clinical social worker for FDA II. The consortium partners will revise the memorandum of understanding, and establish a calendar and focus for consortium meetings that will include opportunities to share expertise and reflect upon methods of delivery of services. While existing services will already have started as of September 2019, REACH team members (including CSDs) will meet with principals to update workplans for both schools to include the expanded workshops, professional development, and ELO programming as proposed in this application. We will begin planning in January 2020 for the expanded Summer Bridge and will include a timeline and tasks to hire and train staff, coordinate student recruitment, and identify curriculum throughout spring 2020. In subsequent years, we will begin annual workplan conversations during the summer to establish a vision for programming for the upcoming year so that we begin each September with goals, tasks and timelines for delivery of services in place.

By the end of November 2019, we will have established timelines and objectives for staff professional development and monitoring of programmatic goals. We will develop a calendar of professional development dates for the CSD that will include trainings provided by the NYC DOE and the REACH Director to support their capacity to coordinate resources and collaborate with communities. The ELO Specialist and Instructional Specialist will determine a schedule for workshops for ELO program facilitators and extend invitations to consortium partners who will be facilitating learning experiences. The ELO Specialist will establish a schedule to observe program delivery and ensure quality. REACH team members and CSDs will establish calendars for regular meetings with principals to monitor program implementation and ensure supports are targeting students as needs arise. The CSDs will set dates for formal opportunities to gather feedback from parents and the larger school community about programmatic inputs. We will revisit monitoring and staff development plans at the start of years 2–5 and make adjustments to the schedule based on experiences.

To ensure quality evaluation and data monitoring, the Director will work with consortium members, REACH team members, and school staff to develop reporting tools to capture data. In December 2019, the evaluation team will prepare a report that will incorporate findings from the baseline data across pipelines and establish year-end targets for June 2020. In July 2020, the evaluation team will prepare the first annual report that will be made available to the public. We will revisit and revise data collection tools each summer, and each year will repeat the mid-year and year-end reporting. This timeline of tasks should allow us ample opportunities to gather input from stakeholders including parents, students, and school staff about changing needs, while also ensuring we are building in time to be reflective on service delivery to ensure we are responsive to the community.

D. **Sustainability**

To achieve sustainability, REACH will replicate structures and practices that have facilitated improvements for its partner schools to help strengthen and routinize key practices. An important strategy for sustainability is ensuring an ongoing pool of human resource talent. Through several programs at TC (e.g., service fellowships, field sites and practicum classes, research collaborations, teaching, and faculty service), there is a stable supply of individuals that can be leveraged in support of the project's long-term implementation. For example, over fifty TC graduate students provided school-based programming, primarily in ELO and FSE, last year; and in prior years, nearly twenty CU Mailman graduate students designed and implemented qualitative research around student attendance and absenteeism at the REACH schools as part of their coursework. TC's Dean Hope Center for Educational and Psychological Services has provided more than ten comprehensive evaluations of students that have informed revisions of Individualized Educational Plans and services for the students.

REACH will continue to pursue a diversified, sustainable funding model that draws on the extensive capacity of TC and CU to raise funds from a variety of private and public sources. One important component is the CU Community Benefits Agreement. In May 2009, CU entered into a thirty-year agreement with the West Harlem Development Corporation to ensure that the community shares in the economic, educational, cultural, environmental, and social benefits associated with its expansion into the Manhattanville neighborhood of West Harlem. Multi-million dollar commitments have been made to an Affordable Housing Fund to provide the community with homebuyer assistance, housing advocacy, and legal assistance; to workforce development training that is industry responsive and skills-based and that includes the CU Community Business Program to help develop and grow for-profit small businesses within the

community. We will continue our longstanding cooperative relationship with the Columbia University Office of Government and Community Affairs even beyond the period of the grant to disseminate these opportunities to the REACH school communities.

Since 2012, TC has successfully managed $79 million in federal grants. Current donors include the U.S. Education Department, National Institutes of Health, National Science Foundation, Institute for Education Sciences, and NYSED. REACH partners collectively have agreed to provide an annual average of more than $2 million in matching funds. Several TC and CU offices track and disseminate funding opportunities from federal, state, and local sources to researchers and project managers, which will enable REACH to develop a strong portfolio of braided funding from diverse sources.

VII. Quality of the Project Evaluation

A. Description of Evaluation Plan

An independent research and evaluation firm, Youth Studies, Inc. (YSI), will conduct a compressive, multi-methods evaluation. YSI has partnered with TC on a number of evaluation projects since 2010. These include evaluations of TC's 21st Century Community Learning Center Initiative and the Harlem Schools Partnership for Science and Math Education, an effort to improve STEM teaching and learning across eight Harlem schools. The proposed evaluation will be led by YSI's founder and President, Ajay Khashu, who brings to this work more than 20 years of experience managing and conducting evaluations for over 30 government agencies and community organizations.

Two central questions guiding YSI's proposed evaluation are: 1) Is the REACH Full-Service Community Schools project being implemented in ways that suggest it is on a path to achieving its goals; and 2) Is the program achieving the participant outcomes anticipated in its

goals and objectives? The first question asks whether REACH is carrying out its planned activities in ways that achieve anticipated implementation milestones. The second question asks whether the pipeline services being implemented through REACH result in positive outcomes for students, families, and schools. The proposed evaluation will provide the following:

- Close monitoring of the fidelity and quality of implementation of REACH pipeline activities and strategies, including tracking the initiative's progress toward meeting the program goals and objectives outlined in this proposal.

- Ongoing feedback to the Management Team on the effectiveness of REACH activities and strategies, and on steps that can systematically improve effectiveness.

- Assessment of the extent to which REACH has led to positive participant outcomes, including increased a) academic proficiency in literacy and math, b) on-time graduation, c) school engagement and attendance, d) and parental involvement.

To assess whether participation in the Full Service Community Schools services leads to improvements in students' outcomes, YSI evaluators will create a longitudinal data file that includes educational assessment data for all students attending a public elementary or secondary within the New York City Department of Education. The data file will include students' results on the New York State annual assessments for Mathematics and English Language Arts (for students in grades 3–8), as well as the New York State High School Regents exams (for students in grades 9–12). The data file will include at least 4 years of historical data.

We will assess the effects of attending the target schools using a quasi-experimental comparison group design. Based on 2017–2018 enrollment statistics, we estimate the "treatment" group will consist of approximately 544 students in grades 3–12 attending PS 36 and Frederick Douglas Academy II. An equal-sized comparison group will be selected from the broad pool of

Grades 3 through 12 students attending other New York City public schools. More specifically, for each student in a project target school, we will select the non-attending student who is most similar via a procedure called propensity score matching with replacements (PSMR) using the longitudinal data file described above. We will match on such characteristics as age, race, English Language learner status, baseline elementary school performance, eligibility for special education services, and disability type (if applicable). Assuming that we are able to identify a unique comparison match for each participating student, this process would yield a total sample size of 1,088 students.

To estimate the effect of REACH on student outcomes, we will use a statistical technique called instrumental variables (IV) regression to minimize selection bias. In comparing REACH students to the matched comparison group, we will estimate impacts using the following regression model:

$$Y = a + bPre + cX + dP + e$$

where Y = the outcome of interest

     X = a vector of baseline student-level covariates

     P = an indicator variable equal to 1 if the student attended OCS

     e = the random error

B. Access to Data and Data Privacy

Data privacy is an important consideration in any study of young people. Through the NYC Department of Education's Office of Community Schools, both target schools are part of the community school initiative; one support that is provided to Community School Directors through the initiative is access to student data for attendance, temporary housing status, and NYS test score performance housed in a database called the New Visions Student Sorter. Each year,

Community School Directors sign confidentiality agreements with the New York City Department of Education that permit sole access to this database. CSDs will share de-identified student-level data with the evaluation team to protect student privacy. REACH will select a graduate student to serve as a Data Fellow; the Data Fellow will collaborate with YSI to develop a database that will house de-identified data on attendance and participation, and assist with the inputting and maintenance of a password-protected database. The Data Fellow will sign a confidentiality agreement with Teachers College REACH that will include the procedures that will be taken to ensure student data remains secure.

Participation data about parents, teachers, or other stakeholders will be linked to students to determine collective impact on student outcomes, rather than to track impact on individual parents, teachers, or stakeholders. For example, when a parent attends a workshop, the information will be entered under the student's name as engagement with his/her parent. This will protect the data collection of sensitive information about parents or other stakeholders.

C.   **Proposed Data Sources**

In order to answer the research questions presented above, YSI will collect and analyze several key pieces of data. Proposed data sources are listed below; selections of data sources and frequency of administration will be planned in consultation with the Management Team and the principals to ensure minimal disruption to instruction.

- *Structured observations of out-of-school time learning activities:* YSI will conduct annual observations of out-of-school time program activities during each year of the project. These observations will allow the evaluation team to provide rich descriptions of program components and will help YSI to assess fidelity to the program model. YSI will use the Out-of-School Time Observation Tool, a validated assessment tool used to collect consistent and

objective data about the quality of after-school activities through observation. The tool includes ratings on interactions between youth and adults and among youth, staff instructional processes, and activity content and structure.

- *Student focus groups:* YSI will identify a random sample of participants to be interviewed by YSI evaluators at the end of each school year during the project period.

- *Parent focus groups:* YSI will identify a random sample of participants to be interviewed by YSI evaluators at the end of each school year during the project period.

- *Participant questionnaires:* YSI will design and administer questionnaires to REACH participants including parents, teachers, and middle/high school students. These surveys will measure participants' perceptions of social, emotional, and behavioral change as related to Full-Service Community Schools supports and interventions.

- *School readiness assessments.* YSI will direct evaluation resources to determining to what extent participants in the PS 36 pre-K programs are on track to enter kindergarten. YSI staff will administer portions of the "Healthy and Ready to Learn" National Outcome Measure for this purpose.

- *Program attendance and enrollment data.* YSI will collaborate with the REACH Data Fellow to support the creation of an online attendance and tracking system to collect demographic information about participants, school-day and program attendance, participation in physical or mental health programs, and the types and frequency of services delivered. De-identified data will be entered by the Data Fellow, and monitored on an ongoing basis by YSI. YSI will provide quarterly operational reports on all program-related outputs.

- *Academic proficiency data.* The REACH Data Fellow will collaborate with Community School Directors to collect de-identified student-level data including the results of performance on the New York State annual assessments for Mathematics and English Language Arts in grades 3 – 8, and include information about the performance of 9th through 12th grade students on the New York State Regents exams. The data file will be entered into the attendance and tracking system every year of the grant to include students' current proficiency in core academic subjects.

D.   **Performance Measures**

To accomplish the evaluation goals described above, YSI proposes to draw on multiple sources of quantitative and qualitative data, collected from a range of stakeholders. These data will be analyzed to evaluate the project's success in meeting specific program objectives. Table 3 below outlines the specific performance measures as well as the quantitative and qualitative data that will be produced.

Table 3. Performance Indicators and Data Collection Methods.

Performance Measures	Data to Collect
Goal 1: Increase student achievement through improved instruction and targeted expanded learning opportunities	
Objective 1.1: Increase by 10% each year the number of students prepared to enter kindergarten using the *Health and Ready to Learn* Index, measuring a) early learning skills, b) self-regulation, c) social and emotional development, and d) physical well-being and motor development, so that by year five 50% more students are prepared for kindergarten	

Performance Measures	Data to Collect
PM 1.1.1: #/% of incoming kindergarten students who are ready for school	The Healthy and Ready to Learn Index; which includes sub-measures of a) early learning skills, b) self-regulation, c) social and emotional development, and d) physical well-being and motor development.
Objective 1.2: Increase by 5% each year the number of 2nd grade students at PS 36 that are reading on grade level by their entry to 3rd grade as evidenced by running records, so that by year five, 25% more students will enter on grade level	
o PM 1.2.1: #/% of students participating in literacy-related expanded learning opportunities o PM 1.2.2: #/% of students reading at or above grade level at end of school year	o Program enrollment and attendance database o Running record reading assessments administered by PS 36 teachers in grades K, 1, and 2
Objective 1.3: Achieve gains of 5% each year on NYS ELA and mathematics test scores, so that by year five, there is a 25% improvement in proficiency at these grades	
o PM 1.3.1: #/% of students meeting ELA proficiency standards	o NY State grades 3-8 ELA and Mathematics proficiency assessments

Performance Measures	Data to Collect
o PM 1.3.2: #/% of students meeting Mathematics proficiency standards o PM 1.3.3: Program impact ELA estimate using propensity score analysis. PM 1.3.4: Program impact Mathematics estimate using propensity score analysis.	
Objective 1.4: Increase by 5% each year the number of students that accumulate sufficient credits to be promoted from 9th to 10th grade and 10th to 11th grade at FDA II, so that by year five, there is a 25% improvement in students earning sufficient credits for promotion	
o PM 1.4.1: #/% of 9th grade students accumulating credits for promotion to 10th o PM 1.4.2: #/% of 10th grade students accumulating credits for promotion to 11th o PM 1.4.3: #/% of students on track for graduation as evidenced by credits earned and Regents passed	o Number of students earning ten ore more credits in a given school year o NYS Regents assessment outcomes
Objective 1.5: By the end of the grant period (2024), the 4-year graduation rate for FDA II students averages at least 80%	
PM 1.5.1: #/% of students graduating on time	NYC DOE student-level administrative data: admission/discharge status

Performance Measures	Data to Collect
Goal 2: Improve attendance and engagement in school and expanded learning programs	
Objective 2.1: Reduce chronic absenteeism at each school by 10% by 2024	
o PM 2.1.1: #/% of students missing 10 percent or more of eligible school days (chronic absentee criteria) o PM 2.1.2: Daily school attendance rate	o NYC DOE student-level administrative data: official school attendance
Objective 2.2 : Increase enrollment in expanded learning opportunities so that in year one at least 30% of the student body at both schools is participating in at least fifteen (15) hours of ELO programming over the year (September through August); increase the percentage of participating students by 5% each year of the grant, so in year five, 50% of the study body is participating in at least fifteen hours of ELO programming per year	
PM 2.2.1: #/% of students experiencing 15 hours of more of expanded learning opportunities	Expanded Learning Time enrollment and attendance database
Goal 3: Increase the number of students coming to school prepared to learn by increasing family and student access to physical and mental health supports	
Objective 3.1: Screen at least 85% of students at each school for vision and provide eyeglasses to all students who require them each year	
PM 3.1.1 #/% of students in vision screenings	REACH attendance and enrollment database

Performance Measures	Data to Collect
Objective 3.2: Provide annual dental screenings to at least 30% of students at each school and provide restorative care to all students with need	
PM 3.2.1: #/% of students who receive dental screenings	REACH attendance and enrollment database
Objective 3.3: Increase participation by students and parents at health fairs by at least 5% in each year of the grant period as evidenced by sign-in sheets, so that by year five, 25% more parents are attending health fairs	
PM 3.3.1: #/% of incoming students and family members who participate in REACH-affiliated health fairs	REACH attendance and enrollment database
Objective 3.4: Ensure licensed clinical social workers maintain full caseloads for active clients as evidenced by monthly reporting on services provided	
PM 3.4.1: # of students receiving mental health support from clinical social workers PM 3.4.2: # of referrals for student and family physical and mental health services	REACH attendance and enrollment database

Performance Measures	Data to Collect
Goal 4: Increase parent engagement activities to empower parents and encourage partnership for student achievement	
Objective 4.1: Increase parent attendance at workshops and parent conferences for each school by 5% each year during the grant period as indicated on attendance and sign-in sheets, so that by year five, there is a 25% increase in parent attendance	
PM 4.1.1: #/% of parents who attend workshops and parent conferences	REACH attendance and enrollment database
Objective 4.2: Increase the number of families at each school will utilize a service for parent education, physical health, or mental health, by 5% each year during the grant period, as measured by parent sign-in or partner agency records, so that by year 5, there is a 25% increase in family utilization	
PM 4.2.1: #/% of parents who participate in parent education, physical health, or mental health activities and services	REACH attendance and enrollment database

E.   **Reporting**

YSI will conduct two in-person briefings per year with the REACH Management Team, and at least one annual briefing with the Consortium Team to discuss the implications of evaluation findings. During these briefings, attendees will review the status of the evaluation, address any barriers to completing the evaluation in a timely fashion, and discuss emerging

findings. YSI will use these briefings as an opportunity to highlight specific aspects of program quality that are evident and well developed, as well as areas in need of improvement. Program managers will then draft an action plan to correct deficiencies and expand upon strengths. Implementation of corrective action will be monitored by REACH in connection with their ongoing monitoring and management of the grant. Annual reports and a final summative report will be submitted at the end of funding.

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