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Acronyms for Organizations and Other Terms

ACM	Academic Case Manager
ADA	Americans with Disabilities Act
ASCD	Association for Supervision and Curriculum Development
ATHS	Arsenal Technical High School
CBSG	Curriculum-Based Support Groups
CBT	Cognitive-Behavioral Therapy
CDA	Child Development Associates
CTE	Career and Technical Education
CWF	Center for Working Families
CWFM	Center for Working Families Manager
DSM-5	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
EDGE	Excellence, Discovery through Growth and Education
ELA	English and Language Arts
EPA	U.S. Environment Protection Agency
ETO	Efforts to Outcomes
Families First	Families First of Indiana
HCZ	Harlem Children's Zone
IAP	Individualized Action Plan
I-BEST	Integrated Basic Education and Skills Training
IDA	Individual Development Accounts
IEAZI	IndyEast Achievement Zone
IPS	Indianapolis Public Schools
IREAD	Indiana Reading Evaluation and Determination
ISTEP+	Indiana Statewide Testing for Education Progress – Plus
JBNC	John Boner Neighborhood Centers
LISC	Local Initiatives Support Corporation
MI	Motivation Interviewing
NEEA	Near Eastside Education AmeriCorps
IDA	Individual Development Accounts
OST	Out-Of-School Time
PPI	Indiana University Public Policy Institute
PTQ	Paths to QUALITY
QLP	Quality of Life Plan
RTI	Response to Intervention
SAT	Scholastic Achievement Test
SEL	Social-Emotional Learning
SES	Socioeconomic Status
SY	School Year
TGNS	Thomas Gregg Neighborhood School
UWCI	United Way of Central Indiana
Indiana WIC	Indiana Women, Infants, Children
WWC	What Works Clearinghouse

Universal Definitions Commonly Used by the IndyEast Achievement Zone Initiative

Academic Case Manager: This IndyEast Achievement Zone Initiative staff member is responsible for identifying and prioritizing students at IndyEast Achievement Zone Initiative target schools who are struggling or in distress and then engaging family members and organizational supports in finding services for those students.

Center for Working Families: are friendly neighborhood centers where hardworking, low income families can access a full range of services to help lift them out of poverty and achieve long-term financial stability. In Indianapolis, the Local Initiatives Support Corporation oversees the nine local sites.

Census Tracts: are small, relatively permanent statistical subdivisions of a county, updated prior to each decennial census. Generally, they have a population size between 1,200 and 8,000 people, with an optimum size of 4,000 people.

Community Advisory Board: Members include PPI, JBNC and residents of IndyEast Achievement Zone community, including parents of students at target schools. The group is responsible for reviewing and providing input on IndyEast Achievement Zone Initiative goals, objectives and outcomes. In addition, this group will oversee the implementation plan, methods, and overall outreach efforts, including the biennial community survey.

Community School Coordinator: This IndyEast Achievement Zone Initiative staff member is responsible for coordinating community partnerships for the individual school to which they are assigned and ensures all pipeline service providers are appropriately integrated into the school's daily operations and that students have access to the community partners and interventions as indicated.

Consortium Partners: The IEAZI will have a group of partners that serve on the Management Consortium. Each organization participating on the Management Consortium will be considered a Consortium Partner.

Early Warning Indicators: This case management report will give case managers insight into the specific challenges a family or individual may be facing. For example, if a child's attendance rate drops below 95%, they will receive an alert.

Equity Report: PPI will produce an annual report to summarize the results of an equity gaps analysis and a root cause analysis describing equitable access and treatment for all population segments enrolled in the IndyEast Achievement Zone Initiative.

Equity Stakeholder Group: The Equity Stakeholder Group will oversee, guide, and make recommendations related to ensuring equal access and treatment of underrepresented groups. This group will oversee the annual equity gap analysis, subsequent root cause analysis, and the creation of an annual action plan for adoption by the Management Consortium to address any disparities or recommendations to improve and ensure equity in who is being served by the IndyEast Achievement Zone Initiative.

IndyEast Achievement Zone Initiative (IEAZI): The terms may be used interchangeably to refer to the initiative itself or the governing body of the initiative.

John Boner Neighborhood Centers: The lead entity for the Promise Neighborhood application for the IEAZI. The John Boner Neighborhood Centers is also legally known as the John H. Boner Community Center.

Logic Model: A Logic Model, also known as a Theory of Action, refers to a reasonable conceptual framework that identifies key components of the proposed project (i.e., the active ''ingredients'' that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key components and outcomes.

Management Consortium (Consortium): Chaired by JBNC, this group includes UWCI, PPI, Polis, Families First, IPS, The Mind Trust, EmployIndy, and the Mayor's Office of Education Innovation. This team is composed of executives from each of the lead partner agencies, and will be responsible for implementation of the IEAZI and its Full-Service Community Schools program.

Meets What Works Clearinghouse Evidence Standards Without Reservations: Meet What Works Clearinghouse Evidence Standards Without Reservations is the highest possible rating for a study finding reviewed by the What Works Clearinghouse (WWC). Studies receiving this rating provide the highest degree of confidence that an observed effect was caused by the project component studied.

Pipeline Service: A Pipeline Service refers to a single service provided as part of a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment.

Proposed Community Schools – schools selected for the Full-Service Community Schools program, either to receive immediate assistance or be phased in within the first three years.
- Thomas Gregg Neighborhood School
- Brookside Elementary School (IPS School #54)
- Harshman Middle School

Quasi-experimental Design Study: A quasi-experimental design study is a study using a design that attempts to approximate an experimental design by identifying a comparison group that is similar to the treatment group in important respects.

Randomized Controlled Trial: A randomized control trial refers to a study that employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group). The estimated effectiveness of the project component is the difference between the average outcomes for the treatment group and for the control group.

Results-Based Accountability: Results-Based Accountability is a disciplined way of thinking and acting to improve entrenched and complex social problems by focusing on the measurable effectiveness of programming and service provision.

School Progress Report: This program management report will track the progress made by the school on each chosen indicator. This report will be updated quarterly, though standardized test scores will only update annually.

Self-sufficient students: Students who have passed both ISTEP+ exams (math and reading) and have had less than 3 unexcused absences in the past year.

Services Pipeline: Services Pipeline is a term that refers to a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment.

Theory of Action: A Theory of Action is a shift in thinking, planning, and implementation of educational and family supports to improve opportunities for children attending Community Schools and residing in Community School communities. Using the results of regular needs assessments and segmentation analysis and building upon the ideas presented during resident-led dialogues in the community, the IEAZI will guide children and their families along a pathway of educational success and out of poverty.

Theory of Change: A Theory of Change is a comprehensive description of how and why a desired change is expected to happen in a particular context. In this case, the desired change is a movement toward better outcomes related to academic achievement and well-being for students and families, and the context is the geography defined as the IEAZI.

ABSOLUTE PRIORITY

The IndyEast Achievement Zone Initiative (IEAZI) is the result of community-driven, long-range planning efforts focused on transforming the neighborhoods east of downtown Indianapolis. Once thought of as neighborhoods of last resort, the Near Eastside is experiencing a grassroots-led resurgence. However, despite new investments and growth, the neighborhood continues to remain well behind other Indianapolis communities and the surrounding Marion County area in employment rates, educational attainment, household income, and school performance. The IEAZI has implemented several successful programs to address these issues, and its Full-Service Community Schools program is the newest iteration of its work to transform the Near Eastside into a vibrant, thriving community where all students have the support needed to succeed academically and throughout their lives.

The John Boner Neighborhood Centers (JBNC) is the lead implementation agency for the IEAZI and will serve as the lead agency for the IEAZI's Full-Service Community Schools program. To this end, JBNC has assembled a high-performing consortium of partners, including Indianapolis Public Schools (IPS, the largest Local Education Agency in the State of Indiana), Playworks, HealthNet, the Patachou Foundation, the Indy Hunger Network, Indiana WIC, and Families First of Indiana (Families First), to implement the IEAZI's Full-Service Community Schools program at three schools: Thomas Gregg Neighborhood School (TGNS, grades PK-6), Brookside Elementary School (grades K-6), and Harshman Middle School (grades 7-8).

As an eligible entity, the consortium will meet the absolute priority by serving three full-service community schools, all of which meet Section 1114(b) due to the schools' low-income student populations, which are 82.6% for TGNS, 75.4% for Brookside Elementary School, and 78.1% for Harshman Middle School. The strategies utilizes in the Full-Service Community

Schools program are community-wide in their scope and involve the 11 agencies listed above (including JBNC) in serving all three public Community Schools.

As lead agency, JBNC will leverage the resources, capacity, and capabilities of the above agencies as a consortium addressing six pipeline services. With evidence-based strategies and the experience and expertise to achieve successful outcomes for students and families, the IEAZI's Full-Service Community Schools program will focus on the provision of four existing services at the three Community Schools: 1) high-quality school and out-of-school time (OST) programs and strategies, 2) family and community engagement and supports, 3) activities that support postsecondary and workforce readiness, and 4) social, health, nutrition, and mental health services and supports. In addition, the consortium will provide two additional pipeline services: 1) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, and 2) juvenile crime prevention and rehabilitation programs.

For the past ten years, IndyEast residents, major institutions, and community partners have worked together to create a new story for Near Eastside neighborhoods and children. The IEAZI Consortium is strong, organized and uniquely prepared to transform systems at all levels to ensure that every child achieves academic excellence and that every family thrives. Together, the consortium is ready to invest the time, efforts and resources to improve outcomes for children and families. With this well-organized community momentum, JBNC submits this application to the U.S. Department of Education for the IEAZI's plan to implement supports for Community Schools under the Full-Service Community Schools Grant Competition due in April 2019. This proposal responds to the *Absolute Priority and Competitive Priorities 2, 3 and 4*.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 2 – Broadly Representative Consortiums

As evidenced by the MOUs included in Appendix C, JBNC has assembled a diverse consortium to oversee the implementation of the IEAZI's Full-Service Community Schools program. Members of the Consortium include:

John Boner Neighborhood Centers: Community-based social service agency

Indianapolis Public Schools: Local Education Agency

Playworks: Nonprofit promoting physical activity and social-emotional learning

HealthNet: A nonprofit providing primary health care services to the medically underserved

Patachou Foundation: Local nonprofit focused on healthy food access and nutrition education

Indy Hunger Network: A coalition of representative who lead anti-hunger organizations, both public and private, in Indianapolis.

Indiana WIC: As part of the Indiana State Department of Health, Indiana WIC administers the Women, Infants, and Children program, a supplemental nutrition program

Families First of Indiana: Local non-profit with expertise in addictions, mental health, and trauma counseling services

Each member of the consortium was selected for its diverse skill set and high level of capacity in service to the public Community School children and families. This consortium represents organizations and neighbors across a broad spectrum, ensuring that all voices are heard in the implementation of the IEAZI's Full-Service Community Schools program. The Quality of Project Services Section provides a detailed description of all of the broadly representative services these partners will provide.

Competitive Preference Priority 3 – History of Effectiveness

The Consortium members listed above share a common commitment to improving educational opportunities across the city and have spent the last two years working to create a shared vision and build upon their history of achieving effective results.

As lead applicant for the IEAZI, JBNC has the expertise, capacity and demonstrated history of planning, implementing, and delivering multi-layered and sophisticated neighborhood revitalization efforts. JBNC is widely recognized for its expertise in working in diverse partnerships. These experiences range from working with neighborhood residents and IPS to restart a community school to coordinating with local organizations, service providers and government agencies to achieve results as part of the IndyEast Promise Zone. In addition to working with a wide variety of partners, the success of the IEAZI's Full-Service Community Schools program largely depends on achieving data-driven results and managing partnership accountability, which has been a strength of JBNC's in its implementation of Promise Zone activities. As such, JBNC is perfectly positioned to lead the team of partners that form the IEAZI Management Consortium to coordinate, monitor and, implement the Full-Service Community Schools program.

Working with the Neighborhood

The Near Eastside is well-known in the Indianapolis community as a neighborhood whose residents are the driving force in identifying community priorities and working with city government and local partners to implement solutions. This work began in 2006, when groups of neighbors gathered to discuss issues of abandoned housing and crime in the neighborhood. Out of these initial discussions, the community formed the Near Eastside Collaborative Taskforce. With this taskforce actively working on changes, the Local Initiatives Support Corporation (LISC) chose the neighborhood to participate in the Great Indy Neighborhoods

Initiative to create a Quality of Life Plan (QLP). JBNC facilitated the process, working with over 400 neighbors to create a plan with over 150 objectives designed to address neighborhood concerns in the areas of housing, business and economic development, education, family strengthening, leadership and neighborhood connections, safety and livability. Neighbors identified existing assets and opportunities and created a full work plan to reach objectives and goals in each of the seven core areas. Since the completion of the plan, JBNC has facilitated quarterly Neighborhood Summits as the primary method to reach community members on a larger scale and empower the voices of neighbors on issues, initiatives, and priorities that serve the community. As part of these summits and the implementation of the QLP, neighbors work with fellow neighbors to strategize initiatives, leverage partnerships and support neighborhood priorities to improve the community quality of life from an economic, residential and relational viewpoint. The QLP process ensures that our neighborhood continues to remain a neighborhood-driven community, where residents have an active voice and are a critical part of the change that occurs.

Neighbors have driven and led the development of the IEAZI Full-Service Community Schools program. Education has been a major concern for the neighborhood for years. It was identified in both the QLP and the IndyEast Promise Zone plan as a core concern. Under the IndyEast Promise Zone plan, the Learn IndyEast committee is charged with achieving the education goals for the Promise Zone. In early 2015, JBNC and the Learn IndyEast committee began a dialogue with IPS about the creation of an Innovation Network School. Innovation Network Schools are a partnership between IPS and an outside organization. IPS identified School #15, or TGNS, as an Innovation Network School, and neighborhood residents embraced the opportunity to plan the reform of the school. Creating a new, complex plan involving

elements from the length of the school day to the curriculum and services offered, the

Innovation Network School model offers residents the opportunity to directly shape education

by developing full-service community schools.

In January 2016, JBNC convened a special neighborhood summit on education to

engage community residents concerned about the consistent failure of neighborhood public

schools and the community's lack of early childhood educational opportunities. Residents

described their ideas about how schools could shape the educational paths of children in the

community. With a unanimous vote, the residents at the Education Neighborhood Summit

supported moving forward to create both an Innovation School and an Achievement Zone.

Immediately, a community task force began the intense work of designing and developing

TGNS at IPS School #15. JBNC convened a parallel development effort for the IndyEast

Achievement Zone.

To broaden engagement around both efforts, JBNC hosted 13 neighborhood listening

sessions, which attracted an estimated 598 residents, family members, and community

stakeholders. At the listening sessions, JBNC explained the purpose of an Achievement Zone

and the power of the two-generation and Community School's models. JBNC asked neighbors

to share what should be included in a Community School's pipeline services. The response

affirmed what the two prior planning efforts had already identified as a core element for the

IEAZI's educational model: the power of a Community School model, with schools as centers

of community and hubs of service provision. Along with that input, neighbors also brought new

insights to the planning process, lifting up the role that community residents could play in being

a part of the solutions, supporting children and families. Neighbors also identified the trauma

that criminal violence had brought to the community, seen most acutely in the lives of families

and children. The IEAZI plan responded with development of solutions to address violence and trauma, including a partnership with the Indianapolis Metropolitan Police Department and Families First.

JBNC and the Management Consortium are committed to working with neighborhood residents as the IEAZI moves forward with education reform efforts. JBNC will continue to host quarterly neighborhood summits, and as appropriate, convene special topical summits similar to the education summit hosted in 2016. That commitment is represented formally in the Full-Service Community Schools program commitments, as seen in the MOUs in Appendix C. As described earlier in this narrative, the IEAZI ties directly into both the QLP and the IndyEast Promise Zone.

Working with the Schools

As mentioned previously, JBNC and the consortium have a 25-year history of working with the three Community Schools within the IPS system. JBNC youth programs at the schools include afterschool programming and summer camps. The Excellence, Discovery through Growth and Education (EDGE) afterschool program offers Near Eastside youth safe, fun, and structured academic and enrichment activities throughout the school year and summer months. The program focuses on homework help, interest-based clubs, creative arts programs, educational field trips, physical fitness, wellness activities, and family engagement. Generally, programming takes place at the school site, but schools alternate one day per week to experience programming at the Boner Fitness & Learning Center. The JBNC provides free transportation for students participating in afterschool programming and summer camps. Two summer camps allow youth the opportunity to be exposed to new activities and ideas while discovering their strengths, interests, and future possibilities. In addition, JBNC has employed

one Community School Coordinator at TGNS with nonfederal funding to connect partners and resources with school needs. Through the IEAZI Full-Service Community Schools program, JBNC will employ one Community School Coordinator to work at each of the Community Schools so that all students may benefit from the services these positions provide. Through its work to sustain these positions, JBNC continues to ensure that community centers are able to partner with schools in serving the needs of students.

The IEAZI selected target schools for the Full-Service Community Schools program for a variety of factors including their past history in partnering with community organizations and neighborhood residents. The three Community Schools have a history of making a conscious effort to reach out to the families, parents, and communities they serve and engage them in the school's successes, challenges, and needs. This engagement allows the community partners to put names and faces to the members of each school's staff and students. Each of the target schools has a history of listening and respecting the parents' concerns and accomplishments regarding their children's education.

Working with IPS, the Local Educational Agency

IPS is the largest Local Education Agency in the State of Indiana, diverse in both population and choice. IPS is an agile, innovative educational organization committed to academic excellence built through individualized, relationship-based learning. IPS covers 80 square miles, employs over 6,000 people, and serves over 30,000 students. IPS strives to serve the community through:

- Innovation, from digital learning initiatives to individual schools fashioning their own rigorous curricula.
- Choice and opportunity, from community schools to Magnet and option programs focusing on math, science, performing arts, Montessori, International

Baccalaureate, Spanish immersion, and specific career paths.

- Community involvement, including working with the local library on summer reading programs, securing funding from corporate foundations and engaging in health and wellness initiatives and parent advocacy efforts.

Perhaps the most significant way JBNC and IPS have partnered was in the application to establish the IEPZ. IPS was one of 11 implementation partners that signed a ten-year agreement to fulfill the goals of the Promise Zone plan; IPS also co-chairs the Learn IndyEast committee.

Through its Children and Youth programming, JBNC has worked with the IPS administration for more than 30 years. However, JBNC has had the opportunity to deepen that relationship through specific projects and initiatives, beginning with the 2012 Super Bowl Legacy Project. When JBNC was searching for a place to locate a needed community health and fitness center, a local IPS campus became a natural fit. The Boner Fitness & Learning Center was built on the campus of Arsenal Technical High School (ATHS) and provides opportunities for JBNC to partner with IPS. One side of the Boner Fitness & Learning Center houses the Fitness Zone, a membership-based fitness facility, with IPS employees receiving a discounted membership rate. The other side of the Boner Fitness & Learning Center provides a large learning lab, an art studio, a kitchen, and a media studio. A greenhouse, garden and yoga space are housed outside the building. In addition to hosting the building on its property, IPS provides all maintenance support, utilities and building insurance. The building is easily accessible to youth attending Harshman Middle School and ATHS, providing a safe environment before and after school through the teen lounge where youth can find help with homework, read a book, or simply interact with positive staff in the building. Students from TGNS and Brookside Elementary School are bussed to the Boner Fitness & Learning Center

once per week to participate in programming built around the on-site amenities. After seven years, this Legacy Center partnership with IPS has proven highly successful demonstrated by the Center serving over 1,500 students per year since 2012.

The Near Eastside is the first community with which IPS has partnered to design an Innovation School, supporting the establishment of a community-based nonprofit as the new school governing body. JBNC has presented twice to the IPS School Board, sharing information about both the Near Eastside Innovation School model and the IEAZI. The school board voted to approve both the Management Consortium and data sharing agreements in support of the IEAZI's plan to establish an Innovation School with a two-generation educational model and a Community Schools operational model.

Most recently, JBNC and IPS were awarded $7.5 million in funding to create the Moving Forward 2.0 program through the Indiana Housing and Community Development Authority. This program will provide funds for the creation of a 30-unit multi-family building that will house families whose children attend TGNS, working to reduce student mobility rates. This multi-family unit will be constructed utilizing the latest technological advances to ensure that all housing costs, including utilities and transportation, remain below 30% of a family's income.

Despite the opportunities and educational innovation offered within IPS, some students and schools continue to fail, including students who attend the three Community Schools. Non-academic threats and barriers such as overwhelming poverty, unemployment, and exposure to trauma afflict students in IPS schools on a daily basis and prevent them from obtaining a quality education. The IEAZI's Full-Service Community Schools program offers the opportunity to improve failing schools and address multiple needs of students and their families, supporting

the efforts of teachers in the Community Schools. The ability to build supports for the students and families through the Full-Service Community Schools program is an unprecedented opportunity. IPS has demonstrated their commitment in past partnerships, through the MOUs, and by participating in planning sessions during the preparation of this application.

Working with Service Providers

JBNC and the consortium partners are already integrated in a complex web of networks with social services in Indianapolis, and the development of the Full-Service Community Schools program has already expanded those networks at both the agency and systems levels. The membership of the Management Consortium indicates the depth of relationships between the IEAZI and social services in Central Indiana. In addition to JBNC, Management Consortium members include a third significant direct service provider, Families First, which provides trauma counseling; government and non-profit partners with the Indy Hunger Network and Indiana WIC providing important health and wellness services to students and families; and additional nonprofit partners HealthNet, the Patachou Foundation, and Playworks, which meet student and family needs for physical fitness, nutrition, primary care, social-emotional learning, and overall health and wellness in community.

An example of JBNC's work with local service providers is found in its Children and Youth programming provided at the Boner Fitness & Learning Center on the ATHS campus. In place of hiring staff to provide the competencies needed to run its Children and Youth programs, JBNC partners with 23 service providers to meet the needs of local students. Through these partnerships, over 200 hours per week of programming is provided to local students and residents, strengthening community vitality and supporting the mission of all of the organizations involved.

For many years, JBNC, IPS, Playworks, HealthNet, the Patachou Foundation, the Indy Hunger Network, Indiana WIC, and Families First have worked collaborative to serve students and families on the Near Eastside. In this next iteration of their collective work, these consortium partners will serve students and families directly at the three Community Schools, deepening their partnerships and building upon their shared history of effectiveness to improve educational outcomes in the community.

Competitive Preference Priority 4 – Evidence-Based Activities, Strategies, or Interventions

The IEAZI is committed to providing activities, strategies, and interventions that are evidence-based and reliably produce results for students and families. These evidence-based solutions are found both in the IEAZI Full-Service Community Schools program's key objectives and in the efforts nested within the objectives, each of which will produce measurable outcomes in accordance with relevant research and evaluation findings.

The IEAZI Full-Service Community Schools programming is supported by moderate to strong evidence demonstrative of strong theory linking each effort with each defined outcome and program objective. This evidence has been aligned with the Every Student Succeeds Act Tiers of Evidence I-III, which include evidence ranging from promising (evidence arising from a correlational study with controls) to moderate (evidence arising from a quasi-experimental study) to strong (evidence arising from an experimental study) evidence, respectively, that supports statistically significant effects on outcomes. Additionally, this evidence supports the effectiveness of the pipeline services, as each programmatic intervention was selected not only for having evidence in alignment with Tiers I-III but also for having evidence supporting that programming's effectiveness in communities with similar characteristics as those found in the Community Schools communities.

Evidence supporting the IEAZI Full-Service Community Schools program's activities, strategies, and interventions is identified as Promising Evidence as defined in the 2019 Full-Service Community Schools NOFA. As such, the IEAZI has included evidence-based solutions throughout its program design and components that will reliably and measurably improve outcomes for children and families in the Community Schools.

Evidence-based Strategies to Support High-Quality Programs to Ensure Academic Success in Early Childhood and Among School-Age Children (Goal A and its Outcomes)

The IEAZI Full-Service Community Schools program was designed to implement high-quality, evidence-based programming to support student success in early childhood education and throughout the school years. Beginning in early childhood, the IEAZI focuses heavily on improving program quality among early childhood education providers in order to support greater kindergarten readiness among young children. To this end, the IEAZI utilizes strategies such as providing professional development to early childhood educators, focusing on how these providers can support students in overcoming the adverse effects of being raised in a low SES environment by employing targeted, evidence-based strategies such as social skills training, which has demonstrated statistically significant positive effects (WWC Intervention Reports, 2013). With training on the proper utilization of these strategies and others like them, early childhood educators will be able to help students develop the skills they need to succeed. Additional strategies to improve kindergarten readiness involve the engagement of families in supporting teaching and learning at home and the alignment of programming in early childhood education classrooms with state standards through the Paths to QUALITY (PTQ) Rating System. The studies supporting these programming elements are described in greater detail in the Quality of Project Services section.

Beginning in elementary school and continuing through middle school, the IEAZI

focuses on providing high-quality, evidence-based teaching and learning experiences during school and during OST in order to improve student academic achievement. For the OST experiences, teaching and learning experiences will be aligned with the in-school curriculum at the Community Schools and will provide additional opportunities to reinforce student learning. In a study of outcomes of low-income students of all ages participating in community-based OST programming provided on-site at school locations, Walker and Arbreton (2004) found that young people attending the schools that hosted OST programming had positive developmental experiences and derived a number of benefits from their participation over the course of 18 months, including improved social well-being and a more positive orientation toward school than their non-participating peers. With this evidence in mind, the IEAZI has committed to providing high-quality OST programming in which school-age students can receive the support they need to thrive.

Professional development is a theme that continues throughout the IEAZI Full-Service Community Schools program design. To this end, teachers and staff at the Community Schools and OST providers will be provided with high-quality professional development through the IEAZI Full-Service Community Schools program so that they may grow in their ability to support school-age children and their families. There is abundant strong supportive evidence that shows the influence of teacher professional development on student achievement. A report published by Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found nine studies, out of almost 1,300 that meet the What Works Clearinghouse (WWC) evidence standards. These nine studies assess the effect of in-service teacher professional development on student achievement in mathematics, science, reading, and ELA. In their meta-analysis they found that teachers who receive substantial professional development can boost their students' achievement by about 21

percentile points.

Throughout students' educational journeys, the IEAZI focuses on supporting smooth transitions from early childhood education into elementary school, from elementary school to middle school, from middle school to high school, and from high school into college and career. Part of this strategy to ensure smooth transitions relies on the utilization of academic case management. Results of the effectiveness of academic case management have been confirmed by Kannel-Ray, Zeller, and Lacefield (2008), who found that case managed students have more caring, supportive relationships with adults and friends and that case management strategies make a significant difference in suspending rapid performance declines in case-managed student groups and that this intervention is effective in providing an increase in GPA, a decrease in negative behavioral outcomes, and overall positive results for students. In addition to academic case management, the IEAZI utilizes a system of evidence-based supports to wraparound children and families during each transition in which peers, teachers, school staff, program staff, parents, and the community each play a role in supporting student success. These supports are modeled, in part, on Greene and Ollendick's (1993) evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school in Virginia to design transitional supports for students making this transition between the Community Schools. For this evaluation, students were assigned to two groups. Full treatment condition consisted of group support, parental support, and increased teacher support while a partial-treatment condition consisted of heightened teacher support only. Results from this randomized trial showed significant improvements in program participants receiving full treatment. Improvements occurred in grade point average, depression, and reduced teacher-reported behavior problems post-transition.

Evidence-based Strategies to Support Family and Community Engagement Programming and Supports to Ensure Financial and Social Stability and High Levels of Engagement Among Families (Goal B and its Outcomes)

The engagement of families and communities in supporting student success is a key component of the IEAZI Full-Service Community Schools program. Engagement will consist of strategies to improve family financial and social stability as well as strategies to improve the ability of families and the community to support student learning goals. Where family financial and social stability is concerned, evidence-based programming provided through the local Center for Working Families (CWF) will be provided to families of children attending the Community Schools in accordance with evidence from Raphael and Stoll (2006), who conducted a quasi-experimental study to discover the effects of workforce development on the labor market outcomes of disadvantaged adults. They concluded that on average, program participants experienced 20% increases in annual earnings one-year post intervention and 25% increases after two years.

Where family and community engagement around education is concerned, families will be provided with many opportunities to learn to better support their children's achievement of academic and developmental milestones. Strong evidence shows that family involvement in children's education is effective in reducing mobility, particularly among black students (Fiel, Haskins, & Turley, 2013). In addition, family engagement and parental support are especially critical to the scholastic success of children living in poverty. Research indicates that by focusing interventions on parents, as much as 50% of the negative impact of income on children's development can be reconciled (Cooper et al., 2009).

Evidence-based Strategies to Support Services and Supports to Ensure a High Degree of Health and Wellness Among Students Attending the Three Community Schools and their Families (Goal C and its Outcomes)

The IEAZI has included a variety of evidence-based strategies and supports to ensure a high degree of health and wellness among Community School students and families as part of its Full-Service Community Schools program. For instance, on-site mental health treatment will be provided at the Community Schools, and this treatment will utilize Cognitive-Behavioral Therapy (CBT) while working with students and families to overcome barriers. Evidence supporting CBT complies with SAMHSA's National Registry of Evidenced-based Programs and Practices. Additionally, trauma-focused CBT is effective in enhancing attachment quality among students and parents where there is a high risk for maltreatment (Bernard et al., 2012). In addition to mental health treatment, the IEAZI has assembled a broad range of strategies supporting student and family social, physical, and nutritional health. Guiding these social and physical strategies is research from a What Works Clearinghouse report (2013) which found that Playworks participants show positive, encouraging language, exhibit significantly less bullying or exclusionary behavior, and demonstrate improved transitions from recess to classwork and a study by Beyler, et. al. (2014) that found that Playworks had a positive impact on students' physical activity. Additional evidence for programming comes from a randomized controlled trial conducted by Moon, Hauck, and Colson (2016), which demonstrated effective parent education practices contributing to safe sleep. Mental health treatment, Playworks, and parent training for safe sleep are all key components of the IEAZI's pipeline services along with other services address physical health, such as Healthy Families America programming, and strategies addressing nutrition both at home and at school. Additional evidence supporting the IEAZI Full-Service Community School program's impacts can be found in the Quality of Project Services section.

Evidence-based Strategies to Support a Culture Promoting Systems and Policy Change Among IEAZI Partners (Goal D and its Outcomes)

The IEAZI has relied on the Community School Systems Standards created by the Institute for Educational Leadership, which address Collaborative Leadership and Strategic Capacity, Strategic and Accountable Community Partnerships, Community and Family Engagement, Data Use and Results, Communications, Supportive Policy, and Sustainable Financing and Resource Development to create a common culture that encourages systems and policy change among IEAZI Community Schools, service providers, and program participants. The Community School Standards are designed to engage and support the Community Schools movement as a standards-driven, evidence-based strategy to promote equity and educational excellence for each and every child, and an approach that strengthens families and community. The standards have three objectives: (1) To help new community schools more effectively develop and implement their community school plans; (2) To assist existing community schools to strengthen the quality of their practice and document outcomes; and (3) To provide a consistent language and framework for advocacy, technical assistance, research, funding, and policy efforts. These standards are designed to help Community Schools determine to what extent and how well they are implementing the various Community School components and to reflect about their development, assess progress, and plot a course for continuous improvement.

In addition, the IEAZI has utilized a two-generation model in its Full-Service Community Schools program design to guide the development of the pipeline services and the educational model for serving children and families through the Community Schools. The IEAZI two-generation model focuses on creating opportunities for and addressing needs of both children and parents simultaneously using a whole-family approach in which services are targeted toward children and adults in order to bolster household outcomes. As such, outcomes for both students and parents are tracked, and services addressing the five components of the two generation

approach are provided throughout the Services Pipeline, including early childhood education and development programming, postsecondary education and employment pathways for adults, health and well-being programming for both generations, opportunities to develop economic assets that will serve the whole household, and opportunities to develop social capital. Drawing on research demonstrating a rationale, a review of two-generation programs conducted by Chase and Brooks-Gunn (2014) in the Future of Children Journal concluded that the theoretical justification for these programs is strong, their early results are promising, and the time is ripe for further study.

APPLICATION REQUIREMENTS

The following requirements are from section 4625(a) of the ESEA. In order to receive funding under the Full-Service Community Schools program, applicants must include the following elements in their applications:

A description of the eligible entity

The eligible entity is the consortium composed of one Local Education Agency, IPS, and one or more community-based organizations, nonprofit organization, or other public or private entities, which include: the JBNC, Playworks, HealthNet, the Patachou Foundation, the Indy Hunger Network, Indiana WIC, and Families First. This consortium will serve 1,562 students in two elementary schools and one middle school by providing programs to improve academic performance, engage families, and communities around children's education, and support the social, physical, nutritional, and mental health and wellbeing of students and their families. Over 75% of the students attending these three schools are from low-income households.

A memorandum of understanding (MOU) among all partner entities in the eligible entity that will assist the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.

The MOUs among all partner entities are found in Appendix C of this application.

A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools.

JBNC is the lead implementation agency for the IEAZI and will serve as the lead agency for the IEAZI's Full-Service Community Schools program. JBNC has the expertise, capacity and demonstrated history of planning, implementing and delivering multi-layered and sophisticated neighborhood revitalization efforts. JBNC is widely recognized for its expertise in managing and blending complex funding sources such as private lending, capital fundraising, Rental Housing Tax Credits and New Market Tax Credits. Since 2004, JBNC has directly

invested $42 million in resources for housing and commercial real estate development and has been directly involved in more than $74 million worth of developments by providing financial and administrative support in partnership with other community partners. From 2010 to 2017, JBNC has administered $68 million in federal funds from 11 different agencies without any incidents or audit findings, which has included funding from the following U.S. Departments: Education, Health and Human Services, Housing and Urban Development, Justice, Labor, Homeland Security, Transportation, Veterans Affairs, Small Business Administration, Corporation for National and Community Service and the National Credit Union Administration.

JBNC has built upon its considerable experience serving as a convener for Near Eastside Quality of Life improvement efforts to assemble a consortium of highly-qualified organizations and service providers who are aligned around a common Theory of Change and Theory of Action. The IEAZI Theory of Change relies on a whole-family and whole-systems approach. The whole-family approach is based upon a two-generational model where services are integrated for children and their families throughout a comprehensive, coordinated, cradle-to-career continuum. Children and families thrive when they are healthy and have access to exceptional educational opportunities for all members, strong economic supports, and deep networks of social capital. The whole-systems approach is based upon the principles of asset-based community development. Communities become agents of transformation and places of vibrancy when residents define their vision, build their capacity and address changes holistically within their community and the systems in which they interact. The IEAZI Theory of Action, in turn, is a shift in thinking, planning, and implementation of educational and family supports to improve opportunities for children attending Community Schools and residing in Community School

communities. Using the results of regular needs assessments and segmentation analyses and building upon the ideas presented during resident-led dialogues in the community, the IEAZI will guide children and their families along a pathway of educational success and out of poverty. Results-driven, evidence-based programs are arranged along the continuum described in the Theory of Change, and two-generation supports will offer students and families increased opportunities for social mobility. IEAZI programs are integrated to offer multiple points of entry to the continuum that provides access to a myriad of programs and supports for the current educational system. Through student and family engagement in IEAZI programs and governance, residents of the Community School communities will work together to develop a neighborhood environment and promote systems change to support this pathway out of poverty.

The Full-Service Community Schools program will provide the consortium with the financial resources and capacity to implement its Theories of Change and Action and improve results for children and families. The consortium has the strength to fulfill this promise and achieve the expected results as identified in this application due to the following competitive advantages:

- IndyEast Promise Zone - This federal designation and planning structure enables the consortium to approach education holistically, with attention to the whole child, whole family and community, while considering the diverse needs and areas of change necessary to support educational attainment for all students at the Community Schools.

- Experience Blending and Braiding Funding – The consortium members have a strong demonstrated ability to attract and manage large investments that will increase the impact of the IEAZI's innovative educational approach and remove barriers as the consortium implements the Full-Service Community Schools program.

- Effective Organizational Relationships – The consortium has long-standing and continuing, improvement-driven relationships that holistically support children, families and schools and create sustainable change.

- Strength in Evaluation Based on Measurable Performance Indicators – The consortium has a fully executed data sharing agreement with the Local Education Agency and major service providers, and evaluation activities are supported by local organizations with strong expertise and experience.

- Readiness to Implement – The IEAZI's Full-Service Community Schools program is comprehensive and built for implementation. The IEAZI consortium has aligned and mobilized partners, secured resource commitments, and developed a solid plan that is grounded in strong evidence.

Due to the above factors, JBNC and the consortium are confident in their capacity to coordinate and provide pipeline services at the three full-service community schools.

A comprehensive plan that includes descriptions of the following:

(a) The student, family, and school community to be served, including demographic information.

This information can be found in the Quality of Project Design section.

(b) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.

The needs assessment, which identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents for the IEAZI's Full-Service Community Schools program, can be found in the Quality of Project Design section.

(c) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—

(i) Prepared for kindergarten;
(ii) Achieving academically; and
(iii) Safe, healthy, and supported by engaged parents.

The annual measureable performance objectives and outcomes for the items above can be found in the Quality of Project Design section.

(d) Pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of—
(i) Why such services have been selected;
(ii) How such services will improve student academic achievement; and
(iii) How such services will address the annual measurable performance objectives and outcomes described under (4)(c) of the application requirements.

All services selected have been selected based on the needs described in the Quality of Project Design section, and the manners in which services will improve academic achievement and address the annual measurable performance objectives and outcomes are described in the Quality of Project Services section.

(e) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

As stated in the attached budget narrative, three full-time Community School Coordinators have been included in the IEAZI's proposal, one for each Community School site, in order to ensure the successful implementation of the IEAZI's Full-Service Community Schools program. Applicable funding sources supporting these positions include the Full-Service Community Schools program funding, along with other non-federal funding sources, which total $41,000 per position per year of the program. Concerning professional development for the personnel managing, coordinating, and delivering pipeline services, IPS district will be engaged to provide approximately eight hours per month of professional development for teachers and

school staff, service providers, and Full-Service Community Schools program staff in accordance with the goals and objectives of this proposal. Additionally, Full-Service Community School sites and JBNC will collaboratively develop and coordinate professional development opportunities based on yearly trends and an analysis of data.

Where it concerns plans for joint utilization and management of school facilities, IPS and the three Community Schools sites have agreed, per the signed MOUs in Appendix C, to allow for the placement of Community School Coordinators, Academic Case Managers (ACM), Family Navigators, and other supportive staff positions as needed in each of the Community Schools to strengthen the connections between community partners and the schools and to coordinate school-day learning with IEAZI pipeline services. In addition, they have committed to provide space in facilities for service providers implementing teaching and learning experiences in school and during OST that are in alignment with the IEAZI model and the Five Essential Components of School Success. Through these commitments, IPS and the Community Schools will support the Full-Service Community Schools program with the appropriate facilities and equipment during school hours and OST hours, providing spaces such as meeting rooms, classrooms, gymnasiums, libraries, storage space, computer labs, and playgrounds and equipment such as computers, smartboards, projectors and screens, tables and chairs, copiers and paper, and communication network access so that school staff and service providers may collaborate with the materials they need to be effective. In addition, IPS/Community School teachers and staff at the three school sites will assist with Full-Service Community School program elements such as needs assessments, student referrals to pipeline services, and the provision of high-quality, evidence-based teaching and learning experiences during the school day and transition supports through the Future Centers, as outlined in the signed MOUs.

Through these commitments, IPS and the consortium partners will collaborate in the joint utilization and management of the Community Schools' facilities, contributing space, equipment, supplies, and staff to the Full-Service Community Schools program so as to build the capacity of each site to serve students and families comprehensively.

(f) Plans for annual evaluation based upon attainment of the performance objectives and outcomes described under (4)(c) of the application requirements.

Plans for an annual evaluation can be found in the Quality of Project Evaluation section.

(g) Plans for sustaining the programs and services described in the application after the grant period.

Plans for sustaining the programs and services described in the application after the grant period can be found on page 135.

An assurance that the eligible entity and its partner entities will focus services on schools eligible for a school-wide program under section 1114(b) of the ESEA.

JBNC and all partners in the IEAZI Full-Service Community Schools consortium will meet the absolute priority by serving three full-service community schools, all of which meet Section1114(a) in that the three schools have low-income percentages exceeding 40%. The percentages are 82.6% for TGNS, 75.4% for Brookside Elementary School, and 78.1% for Harshman Middle School.

QUALITY OF PROJECT DESIGN

Specified and Measurable Goals, Objectives, and Outcomes

With the implementation of its Full-Service Community Schools model, the IEAZI will relentlessly pursue the achievement of several goals, objectives, and outcomes, which are described below. These goals, objectives, and outcomes are clearly specified and measureable, as they were designed to be SMART: Specific, Measureable, Achievable, Relevant, and Time-Related. In the Quality of Project Evaluation section, the methodologies for measuring the specific outcomes and objectives within specific time periods are described in depth.

Table 1: Goals, Objectives, and Outcomes

Goal A: Develop and implement high-quality programs to ensure academic success in early childhood and among school-age children.	
Objective A-1: By September 30th, 2024, 70% of students from East 10th Street Children & Youth Center, Daystar, and TGNS pre-K programs who are entering kindergarten will be ready to succeed and satisfactorily complete the academic requirements of	**Outcome A-1-a:** By January 1st, 2020, an update to the 2017 IFF assessment of early childhood education for the Near Eastside neighborhood will be completed and will identify remaining needs and service gaps for children birth to five years old, including gaps related to developmental screenings, family engagement, and home visitation.
	Outcome A-1-b: By September 30th of each project year, all Near Eastside early childhood development classrooms feeding into the two elementary Community Schools will improve program quality by advancing and/or maintaining their PTQ level at a minimum of level 3.

kindergarten.	**Outcome A-1-c:** By September 30th of each project year, IEAZI early childhood educators will have participated in high-quality professional development related to the early childhood programs and activities on the Services Pipeline and other early childhood development and school readiness topics.
	Outcome A-1-d: By September 30th of each project year, ten early childhood educators in Near Eastside early childhood education classrooms will have improved their ability to offer high-quality early childhood programs.
	Outcome A-1-e: By September 30th, 2024, ten new CDAs will be trained and placed in high-quality Near Eastside early childhood education classrooms.
	Outcome A-1-f: By September 30th, 2024, students in the IEAZI early childhood education classrooms will have increased their kindergarten readiness.
Objective A-2: By September 30th, 2024, 65% of students at each of the three Community Schools will exhibit improved academic achievement to the extent that they will	**Outcome A-2-a:** By September 30th of each project year, IEAZI teachers and OST instructors at the three Community Schools will have acquired new teaching and learning skills that will enable them to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive environments for learning, and involve families and the community in student education so as to implement the

perform at grade level in ELA and Mathematics as demonstrated by ISTEP+ ELA and Mathematics exams.	IEAZI two-generation educational model with greater fidelity and to support school staff in implementing the Five Essential Components for School Success described by the Chicago Consortium for School research in 2010 to increase student achievement in ELA and Mathematics.
	Outcome A-2-b: By September 30th, 2024, students at the three IEAZI Community Schools will have increased their academic achievement in ELA and Mathematics.
	Outcome A-2-c: By June 30th of each project year, students participating in IEAZI OST programming delivered at the three Community Schools will have increased their academic achievement in ELA and Mathematics.
Objective A-3: By September 30th, 2023, 85% of students at each of the three Community Schools will successfully advance from second to third grade, from elementary to middle school, and from high school to college and career.	**Outcome A-3-a:** By January 30th, 2024, an early warning system that tracks student behavior, attendance, and course performance and identifies at-risk students in need of intervention in real time will have been implemented to serve students from Pre-K into college and career.
	Outcome A-3-b: By June 30th of each project year, transition pipeline services from Pre-K to elementary, from elementary to middle school, from middle to high school, and from high school to college and career will have been effectively implemented.

Goal B: Develop and implement family and community engagement programming and supports to ensure financial and social stability and high levels of engagement among families.	
Objective B-1: By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will increase their financial and social stability as a result of having participated in supportive programming.	**Outcome B-1-a:** By September 30th, 2024, parents with children attending the three Community Schools will have attained greater education and improved their ability to secure employment that pays a livable wage.
	Outcome B-1-b: By September 30th, 2024, parents with children attending the three Community Schools will have improved their ability to create social ties and community connections for their families.
Objective B-2: By September 30th, 2024, 90% of families whose children attend each of the three Community Schools will exhibit high levels of engagement in student learning as a result of having participated in family and community engagement programming.	**Outcome B-2-a:** By September 30th, 2024, parents will have improved their ability to support the performance of their children both at school and at home in ELA and Mathematics.
	Outcome B-2-b: By September 30th, 2024, parents will have improved their ability to support the social-emotional, physical, and nutritional development of their children.
	Outcome B-2-c: By September 30th, 2024, parents will have improved their ability to work with others to support the creation and development of environments that support student learning at home, at school, and in the community.

Goal C: Develop and implement services and supports to ensure a high degree of health and wellness among students attending the three Community Schools and their families.

Objective C-1: By September 30th, 2024, 80% of students at each of the three Community Schools will have increased their social, health, nutritional, and mental health in alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health.	**Outcome C-1-a:** By September 30th of each project year, IEAZI teachers at the three Community Schools will have increased their ability to assist students in improving their social-emotional skills, physical fitness and nutrition, and mental health.
	Outcome C-1-b: By September 30th of each project year, students at IEAZI's three Community Schools and students participating in OST programming delivered at the three Community Schools will have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.
	Outcome C-1-c: By June 30th, 2024, on-site mental health treatment and primary care services will be provided for students at the three Community Schools, and a referral system for mental health and primary care services that cannot be provided on-site will have been implemented.
Objective C-2: By September 30th, 2024, 45% of families whose children attend each of the three	**Outcome C-2-a:** By September 30th of each project year, IEAZI teachers and staff at the three Community Schools will have increased their ability to assist parents in improving their social-emotional skills, physical fitness and nutrition, and mental

Community Schools will have increased their social, physical, nutritional, and mental health and wellness in alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health.	health.
	Outcome C-2-b: By September 30th of each project year, parents of students at IEAZI's three Community Schools and parents of students participating in OST programming delivered at the three Community Schools will have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.
	Outcome C-2-c: By June 30th, 2024, on-site mental health treatment and primary care services will be provided for parents of students at the three Community Schools, and a referral system for mental health and primary care services that cannot be provided on-site will have been implemented.
Goal D: Develop and implement a culture promoting systems and policy change among IEAZI partners using the Community School Systems Standards created by the Institute for Educational Leadership, which include Collaborative Leadership and Strategic Capacity, Strategic and Accountable Community Partnerships, Community and Family Engagement, Data Use and Results, Communications, Supportive Policy, and Sustainable Financing and Resource Development.	
Objective D-1: By September 30th, 2024, a culture promoting systems	**Outcome D-1-a:** By September 30th of each project year, planning for the next year of the IEAZI's Full-Service Community Schools program will have been undertaken.

and policy change will be established to support the implementation and evaluation of the Full-Service Community Schools program at the schools.	**Outcome D-1-b:** By September 30th of each project year, the IEAZI Management Consortium and Program Management Team will have been established, meeting regularly to ensure the active and continuous implementation of a culture promoting systems and policy change as well as the achievement of continuous progress related to the objectives and outcomes in this proposal.
	Outcome D-1-c: By January 1st, 2020, IEAZI's evaluation plan will have been finalized for implementation in partnership with an external evaluator.
	Outcome D-1-d: By September 30th of each project year, partners providing services along the Services Pipeline will have been assessed as functioning effectively with a demonstrated positive impact on students and families.

Project Design Appropriate to Needs

For over a decade, partners in the IEAZ have adopted a collective impact approach to guide their work in the assessment of needs and strengths, identification of gaps, coordination and integration of services, and shared resources – all in an effort to change educational outcomes and break the cycle of poverty for Near Eastside families. In early 2016 and again in 2017, IEAZ partners engaged the community in a comprehensive assessment of needs and gaps in the ability to meet those needs; strengthened cross-agency capacity for data sharing and results-based accountability; researched and reviewed evidence-based programs and practice;

and built a Services Pipeline designed to serve the needs of the neighborhood's families and children. The result of this collaborative planning process was a thoughtful plan creating full-service Community Schools while ensuring clearly defined results for students and their families.

Student, Family, and School Community to be Served

JBNC plans to serve 1,562 students in grades Pre-K -8 and 750 parents throughout the five years of this project at TGNS, Brookside Elementary School, and Harshman Middle School. Table 1 below provides demographic data on these three schools, which demonstrate a significant need for support. An average of 82% of students who attend these schools are students of color who come from low-income backgrounds and are vulnerable to inequitable educational services. Two of the three schools have a large percentage of students who are Limited English Proficient (over 30.91%), which exceeds the state average of 14%, and all three schools have significant percentages of students who have academic disabilities, an average of 17.73%. Student mobility rates at the three schools also indicates a need for programming that addresses family financial stability so that families can remain stable in a household throughout the year and students can remain stable in a classroom. Finally, as can be seen from the Indiana Statewide Testing for Education Progress – Plus (ISTEP+) academic performance table below, roughly two-thirds to three-quarters of students at all three Community Schools perform below state standards in both ELA and Mathematics.

Table 2: Community School Statistics (Source: IDOE COMPASS)

School Name	Thomas Gregg Neighborhood School	Brookside Elementary School	Harshman Middle School
Student Population	533	496	533

Number of Students to be Served	533	496	533
Grade Levels to be Served	PK-6th	K-6th	7th-8th
Student Racial/Ethnic Background	38.1% Hispanic; 40.2% African-American; 15.9% White; 0.2% Asian; 5.6% Multiracial	18.5% Hispanic; 60.1% African-American; 13.5% White; 0.6% American Indian; 7.3% Multiracial	60.2% Hispanic; 28.9% African-American; 6.0% White; 0.8% Asian; 4.1% Multiracial
Percentage of Students Living in Low Income Households	82.6%	75.4%	78.1%
Percentage of Students with Limited English Proficiency	32.1%	11.5%	25.0%
Attendance Rate	94.2%	95.2%	95.0%
Mobility Rate	60.61%	105.46%	11.5%
Percentage of Students with an Individual Education Plan	19.1%	16.7%	17.4%
Rate of Chronic Absenteeism/Chronic Truancy	5.8%	4.8%	5.0%

Table 3: ISTEP+ Performance by School (Source: IDOE COMPASS)

Community School	Percentage of Students Achieving Below State Standards in English and Language Arts			Percentage of Students Achieving Below State Standards in Mathematics		
	3rd Grade	4th Grade	5th Grade	3rd Grade	4th Grade	5th Grade
Thomas Gregg Neighborhood School	78.3%	78.9%	81.1%	79.8%	87.0%	86.3%
Brookside Elementary School	83.2%	76.5%	81.6%	85.6%	79.4%	84.7%
	7th Grade		8th Grade	7rthGrade		8th Grade
Harshman Middle School	64.5%		59.1%	82.1%		78.2%

Assessment of Needs and Strategy to Address Needs

To assess the magnitude of need in the IEAZ, JBNC engaged the Indiana University Public Policy Institute (PPI) to conduct a Needs Assessment and Segmentation Analysis. Between March and August 2017, PPI worked with JBNC, neighborhood residents, schools, community stakeholders, and partner organizations to obtain data and conduct the analysis. The document utilized descriptive, statistical, and qualitative techniques to present the information, which was gathered from over 16 sources, including census demographic data, Indiana

Department of Education school report cards, Marion County Health Department records, and IEAZI partner data, among other sources. All quantitative information was presented with the most recent values available, and PPI conducted multiple focus groups and interviews with area students, family members, social workers, and teachers to gain additional context about some quantitative findings and to identify potential themes to inform potential programming. PPI shared findings with IEAZI partners and school staff to obtain additional clarity around their findings before submitting the final report. The report revealed several needs among the students and families at the three Community Schools, described below:

Need: There is a need for high-quality programs to ensure academic success in early childhood and among school-age children.

Documentation of Need: **Early Childhood:** In the Community School communities, 29% of children were born to mothers with 12 or less years of education (Marion County of Public Health Department, 2016). Starting off life with uneducated parents puts young children at a disadvantage (Financial Security and Mobility, 2019); this disadvantage is exacerbated by the lack of early childhood education opportunities available within the communities. Indiana's Family and Social Services Administration uses the PTQ program to identify quality programs for early childhood care and education, ranging from Level One (in which providers ensure that the health and safety needs of children are met) to Level Four (in which providers have achieved national accreditation for their programming) (About Paths to QUALITY, 2016). According to data from Indiana's Family and Social Services Administration, the Community Schools communities have 12 centers for early childhood education; of those 12 centers, two are Level 4, one is Level 3, one is Level 2, and the rest are on Level 1 or do not participate in the PTQ system. In addition, IFF, a national community development and financial institution,

completed an independent needs assessment of early childhood education for the Near Eastside neighborhood in 2017 and found significant service gaps for children (IFF, 2017). Relatedly, 45% of IEAZI parent survey respondents did not think their neighborhood provided quality options for childcare. Finally, test score data from IPS show that only 23% of kindergarten students at the Community Schools met or exceeded kindergarten benchmarks at the beginning of the 2016-2017 School Year (SY) compared to 34% of all IPS kindergartners, suggesting that many students in the IEAZ are not prepared for kindergarten (DOE: Compass, 2019). As such, there is a need to address early childhood education opportunities due to the low quality of the options available for children who will attend the Community Schools. **School-Age:** The statistics in the tables above clearly demonstrate the challenges that the Community Schools are facing. TGNS has over 81.89% of students below grade level in English and Language Arts (ELA) and Mathematics, Brookside Elementary School has over 81.83% of students below grade level in ELA and Mathematics, and Harshman Middle School has over 70.97% of students below grade level in ELA and Mathematics. These statistics indicate that many students are unable to make the transition from elementary to high school successfully, and that there are likely to be large declines in academic performance by the time those students attempt to graduate from high school. In addition, according to data from the Indiana Department of Education, 83% of third grade students in Indiana passed the Indiana Reading Evaluation and Determination (IREAD) exam in the 2016-2017 SY, indicating high levels of reading proficiency across the state. However, only 50% passed at TGNS and 42% passed at Brookside Elementary School (DOE: Compass, 2019). Finally, the ISTEP+ measures achievement and readiness in ELA and Mathematics, and while more than half of Indiana students passed both ELA and Mathematics exams, less than a fifth of Community School students passed both

exams (DOE: Compass,2019). Across third through eighth grades, the Community Schools maintained substantially lower ISTEP+ scores compared to the state (DOE: Compass, 2019). The lower scores across the schools show IEAZ students lagging behind their peers in the state in academic achievement.

       Furthermore, analysis of existing OST providers found that capacity exists to serve less than 10% of students at the Community Schools, with marginal research-based programming or wraparound services for families. The chart below identifies existing OST programs within the community and describes how the Community Schools lack appropriate OST services.

Gap Assessment Current Afterschool Providers	Days of week	Max Capacity	Services on-site at schools	Aligned with School Improvement Plan	Evidence Based curriculum	Targets only IPS Near Eastside students	Extensive Services to family
Westminster	5	25	No	No	No	No	Limited
East 10th Street	5	75	No	No	Limited	No	No
Lynn House	2	15	No	No	No	No	No
School on Wheels	2	10	Yes	No	Limited	No	No
Brookside Park	5	15	No	No	No	No	No
Shepherd Community	5	90	No	No	Limited	No	Yes
Young Life	1	50	Yes	No	No	No	Limited
Capstone Leaders	1	15	Yes	No	Limited	No	Limited

As a result of these service gaps, students are in need of in-school and afterschool programming that better supports their academic performance, health, and wellness. **Transition Support:** As the table above shows, TGNS has a high mobility rate of 60.61%, Brookside Elementary School has a mobility rate of 105.46%, and Harshman Middle School has a mobility rate of 11.5%, compared to the state mobility rate of 6.9%. Equally troubling is the low degree of college and career readiness of the three Community Schools. Students exiting Harshman Middle School are most likely to continue into ATHS. According to data from the Indiana Department of Education (2019), only 31% of ATHS seniors took the Scholastic Achievement Test (SAT) in the 2014-2015 SY compared to 45% across the State of Indiana; while seniors at ATHS averaged a SAT score nearly 100 points below the state average (896 compared to 989). Additionally, even though ATHS offers over 20 Career and Technical Education (CTE) programs from which to obtain industrial certifications, from 2012 to 2016, fewer students enrolled in CTE programs at ATHS compared to prior years (DOE: Compass, 2019). During the 2015-2016 SY, 5% of the total student population at ATHS earned some type of technical credential or certification (DOE: Compass, 2019). These data show that many students are falling through the cracks, and individualized support is needed to ensure that every student has a plan for college and career success and an ability to carry out that plan.

How the Need will Be addressed: **Early Childhood:** The IEAZI will address the needs for high-quality early childhood education for students who will attend the three Community Schools by leveraging the Great Families 2020 Initiative, in which service providers partner with PTQ Level 3 or 4 early childhood education providers to provide two-generation supports for children and families with funding from United Way of Central Indiana. This initiative provides technical assistance to early childhood education providers so that they may advance along the PTQ rating system, improving their program quality and creating

more high-quality options for early childhood education. It also provides high-quality professional development to early childhood education staff a minimum of 10 hours per quarter so that they may help children with the development of cognitive, social, social-emotional, and behavioral skills and better understand the community supports available for children and families. In partnership with this initiative, the IEAZI will engage Families First to provide developmental and mental health screenings on-site at early childhood education classrooms, and the CWF will train Child Development Associates (CDA) to be placed in early childhood education classrooms. In addition, Families First will provide cycles of two-hour Parent Training workshops once per week, for ten weeks, so that they may learn to better support early childhood development in the home. These workshops are part of an overarching family engagement strategy that will engage families in supporting their children's developmental needs from early childhood spanning into the teen years and early adulthood. Finally, the IEAZI will complete an update to the IFF study to identify remaining needs and service gaps for children birth to five years old. **School-Age:** The IEAZI, with JBNC as the lead applicant, will contract with a consultant who will provide 30 hours of high-quality, intensive professional development to 105 teachers at the Community Schools so that they may acquire new skills that will enable them to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive environments for learning, and involve families and the community in student education so as to increase student achievement in ELA and Mathematics. This professional development will be open to providers of the EDGE OST program, which provides evidence-based learning support and experiences to students at the three Community Schools along with health and wellness activities and social-emotional instruction. 30 EDGE staff and school staff will work together to ensure that in-school and OST programming form a cohesive day of education for students that utilize the same language and teaching strategies and fully engages families in student education. In addition, the EDGE program will host biweekly activities to engage families in supporting their

children's education, and the Community Schools will commit to providing high-quality, evidence-based teaching and learning experiences throughout the school day. **Transition Support:** In order to help students to manage the transitions between levels of their education and into college and career, the IEAZI will utilize several strategies. The first of these is the creation of an early warning system, which will identify students who are at-risk for low academic achievement so that school staff and service providers can intervene to meet their needs as quickly as possible. To support the implementation of the early warning system, ACM will provide academic monitoring, counseling, and support to students and families. For the transition from Pre-K to elementary school, the IEAZI will hold parent workshops on literacy in the home, child social-emotional development and encourage parents to engage with their child's teacher in order to have the skills and support needed for their child to succeed in kindergarten. These workshops will allow parents in the community with same-age children to develop their social capital and networks of support during a transitional time in the parents' life as well. The IEAZI will also coordinate field trips to kindergarten classrooms, activities on enrollment day, and a KinderCamp to further ease this transition. For students making the transition from elementary school to middle school and from middle school to high school, OST workshops will inform students of what will be expected of them in middle school as far as their academic performance and social-emotional abilities are concerned. In addition, the IEAZI will coordinate a middle school open house and a high school introduction night for all advancing students who attend each of the Community Schools. Further, the IEAZI will coordinate tours and introductions to school counselors for students transitioning into middle school and high school. To support students' readiness for high school, college, and career, the IEAZI will leverage the IPS Future Centers program at ATHS. The Future Centers program provides individualized and group mentoring focused on social-emotional skill development, interview training, college application assistance, support in finding additional ways to make college affordable and attainable, and tutoring in ELA and

Mathematics. This program works in tandem with the EDGE program, which provides online career exploration through Naviance and support for 21st Century Scholars so that they may meet the requirements of the program and receive free college tuition to qualified institutions in Indiana. Finally, to support parents as they walk their children through these transitions, the IEAZI will host events throughout the year to engage families in supporting their transitioning students.

Need: There is a need for family and community engagement programming and supports to ensure financial and social stability and high levels of engagement among families.

Documentation of Need: Over 78.7% of all children at the three Community Schools come from low-income families. As a result of these low incomes, 45% of households with children under the age of 18 in the Community School communities live in poverty, nearly three times the proportion of families living in poverty in the Indianapolis-Carmel metropolitan area, with African American and Hispanic households more likely to live in poverty than white households. In addition, of Community School community adults 25 and older, 72% have a high school diploma (compared to 76% in Center Township, 84% in Marion County, and 89% in the metropolitan area), and 11% hold a bachelor's degree or higher (compared to 19% in Center Township, 28% in Marion County, and 31% in the metropolitan area). Due to low adult educational attainment, unemployment rates for individuals over 16 years old in the Community School communities range from 24-36%, compared to unemployment rates of 10% in the surrounding county. Finally, as of 2015, 62% of households in the Community School communities sustained high housing burdens, spending at least 30% of the household's income on housing. As financially strapped families are forced to move due to inability to pay rent, school social workers report that students are more likely to change schools, demonstrating that these high housing burdens are directly related to high mobility rates. The data clearly shows that families in the Community School communities need support so that they may support their children's success.

How the Need will Be addressed: To enable families to better address and support students'
social, academic, and developmental needs, 878 families whose children attend the three
Community Schools will participate in supportive programming through the CWF. The CWF
provides Adult Basic Education, High School Equivalency, and diploma recovery along with
career credentials and certifications and English as a Second Language courses. In addition, the
CWF provides bundled services including income supports, personal financial coaching,
matched savings accounts for asset development, education coaching, and career/employment
coaching along with opportunities to build social capital through connecting with peers and
learning and career networks. In addition to services provided through the CWF, the IEAZI will
engage 1,659 families whose children attend the three Community Schools in programming
designed to create a broad, supportive learning community of caring adults. This programming
will consist of a series of Parent Training workshops, Parent Cafes, and community-wide
opportunities for engagement and leadership. At Parent Training workshops, parents will
develop the skills to help their children with ELA and Mathematics skills at home through
workshops provided by EDGE OST program staff. Additional consultants or facilitators will
host curricula or skill-based workshops when the content requires additional expertise. In
addition, Families First will provide Parent Training workshops that give parents the skills to
support their children's social-emotional, physical, nutritional, and mental development
throughout the lifespan. During Parent Cafes, parents will be able to connect with other parents
while learning strategies to support themselves and each other as they raise their children and
create the conditions for success in their lives. Parents will be supported by trained and qualified
Family Navigators who are employed by JBNC and serve on-site at the Community Schools.
These Family Navigators will assess family needs; connect families to resources supporting their

academic success, health, and wellness; perform home visits; and assist families in understanding matters pertaining to academic success, health, and wellness strategies and services available in the community. Finally, family members will have the opportunity to work alongside community leaders and school staff and administrators to achieve a shared vision for education in the community and create stronger Community Schools during community events. During these events, families will work with these leaders and administrators to generate strategies that create environments that support student learning at home, at school, and in the community.

Need: There is a need for services and supports to ensure a high degree of health and wellness among students attending the three Community Schools and their families.

Documentation of Need: The health and wellness needs of students in the IEAZI Community Schools are of great significance to school and community leaders. **Social Needs:** The Community School communities are prone to high rates of violent crime, and a 2018 survey of residents revealed that residents rank crime reduction as their number one priority in any effort to improve quality of life. Substantiating resident concerns is the fact that in 2016, the communities had an overall crime rate that was nearly four times higher than in Marion County (Indianapolis Metropolitan Police Department, 2016). The violent crime rate (including murders, aggravated assault, and robberies) was five times higher in the area than in Marion County, while property crime rates (theft, burglary) were 3.5 times higher (Indianapolis Metropolitan Police Department, 2016). In addition to high general crime rates, these communities have high rates of juvenile offenses. In 2016, juveniles in the areas were charged at a rate seven times higher than the rate for Marion County (Marion County Superior Court, 2016). These charges mostly include misdemeanors, though the charges for felonies were about 5.5 times higher in the areas (Marion County Superior Court, 2016). Indianapolis Metropolitan Police Department believes this violence occurs as a result of several root causes, including

poverty, family economic instability, substance abuse, mental illness, and a decaying built environment; as a result, addressing social disorder through interventions with social service components is a priority for Indianapolis Metropolitan Police Department. The social disorder causing these crimes serves as a barrier for student health and wellness in the Community Schools, and the data reveals that there is an urgent need to foster healthy social-emotional skills beginning at an early age to give students the tools they need to succeed in their environment and to prevent substance abuse among students and build positive relationships between students and the police to prevent juvenile crime. **Health Needs:** In the Community School communities, many students die before their first birthday. In these communities, the infant mortality rate in 2014 was 14.6%, compared to Indiana's already high state rate of 7.2%, and the African American infant mortality rate was 26.1%, almost four times higher than the state rate. Young children in these areas are at high risk not just of treatable health conditions but also of death and are in urgent need of support. Even when students do reach school-age, their needs do not end. In 2017, 272 families at TGNS (about 82% of all TGNS families) completed Family Needs Assessments, and these assessments revealed that 32% of assessed families are vulnerable or in crisis related to healthcare, with gaps for services including primary care, vision, dental, and general health needs. Together, these data reveal a strong need for early childhood health support with support continuing for the entire family through the school-age years. **Nutrition Needs:** Nutrition is a significant concern in the Community School communities, as nearly every census tract in these communities is identified by the USDA as being a food desert. According to U.S. Census data, only 25% of low-income residents in these communities have access to a grocery store. Survey responses reflect this fact: As of 2018, 46% of all residents in these communities report not having access to healthy and affordable food. In turn, the lack of access to affordable, healthy food has resulted in high rates of overweight and obese students at the three Community Schools. A multi-year assessment of child overweight and obesity rates among older elementary school students in the IPS district showed that half of

TGNS students were overweight or obese in SY 2013-2014, and 44% were overweight or obese at Brookside Elementary School, compared to 47% of students classified as obese or overweight across the district. **Mental Health Needs:** As part of the planning process for this project, the IEAZI engaged the community by hosting seven Dinner & Dialogue sessions with a total of 63 attendees, six additional listening sessions, and two Neighborhood Summits with a total of 535 attendees. The IEAZI also designed a student and parent survey that generated over 2,300 responses. One of the main themes to arise from these efforts was the issue of trauma, toxic stress, and mental health as well as the challenges they presented especially to children. Attendees repeatedly emphasized the need to address mental health issues among children and families due to their residence in an environment in which they witness or experience daily occurrences of child abuse, neglect, violence, criminal activity, substance abuse, homelessness and other issues affecting family and community stability. The IEAZI conducted interviews and focus groups with school principals, staff, students, and families at the Community Schools, who reinforced this theme.

How the Need will Be addressed: **Social Needs:** The IEAZI will address student social-emotional needs through the Near Eastside Education AmeriCorps (NEEA) program provided on-site at Great Families 2020 early childhood education centers for students in Pre-K and on-site at the Community Schools for school-age children. The Playworks program also addresses student social-emotional needs on-site at each Community School for school-age children. The NEEA program utilizes trained volunteers to assist children in developing social-emotional and behavioral skills to support their education. In turn, Playworks combines direct service, teaching social-emotional skills to youth through play, with professional development for schools and OST providers and digital tools supporting parents and guardians. To prevent substance abuse among students, the Curriculum-Based Support Groups (CBSG) Program will be provided during the school day and will extend into OST, engaging students in a community-based

support group fostering resistance to substance abuse. Finally, the Community Schools will support students' social needs by creating Responsive Classrooms and implementing Social-Emotional Learning (SEL) instruction during the school day. **Health Needs:** With funding from the Kellogg Foundation, the IEAZI will implement Best Babies Zone programming including parent training on safe sleep practices; recognizing and responding to infant needs; and will provide cribs, blankets, and other materials to low-income families with young children at the Community Schools. In addition, in partnership with HealthNet, the Healthy Families Marion program will be available to Community School families and will provide home visitation services supporting positive parenting, enhancing child health and development, and preventing child abuse and neglect from birth until age three or five as needed. As children reach school-age, HealthNet will provide school-based health services including screenings and referrals for diagnostics and treatment on-site at the Community Schools to students and families, and will additionally refer students and families to receive services that cannot be provided on-site to its community-based comprehensive primary care health center serving Medicaid recipients in the neighborhood. Additionally, as noted above, Playworks primarily engages students through play and provides support to providers in addressing student physical and social-emotional health. Finally, the IEAZI will expand its annual Family Needs Assessments conducted at TGNS to the other two Community Schools to identify additional family health needs, any of which could impact student performance at school if unaddressed. With these needs identified, teachers, staff, administrators, and Family Navigators will work together with families to ensure that identified needs are met. **Nutrition Needs:** In partnership with the Patachou Foundation, students will receive nutrition education during the school day through Patachou's Food Explorers program; and Community School students will have access to free, nutritious meals afterschool at a

minimum of twice per week, on-site, and at school through The Real Meals for Kids program. In partnership with the Marion County Health Department, the Cooking Matters program will be provided free of cost to adult family members, who will receive instruction on how to purchase lower cost healthy foods and how to prepare these foods in a manner inclusive of their cultural background along with the equipment needed to prepare the foods at home. In partnership with Indiana WIC, families with young children will have access to supplemental food and formula, nutrition education, healthcare and social services, and breastfeeding support. Finally, children and families will have the opportunity to participate in the Environmental Protection Agency's Local Food, Local Places program, which will provide a community workshop in which families and community leaders will create community-based strategies to address the food desert and meet resident needs for affordable, healthy food access. **Mental Health Needs:** The IEAZI will provide on-site mental health treatment for students and their families through Families First, which utilizes Motivational Interviewing in their work with children and families and treats issues ranging from depression and anxiety to anger, violence, trauma, and substance abuse. Families First will provide students and families with mental health screening, including screening for Adverse Childhood Experiences, and will connect students and families with resources, information, and referrals for issues that cannot be treated on-site. In addition, Families First will work with Community School personnel, program staff, and service providers to improve the capacity of school and OST personnel to recognize and respond to mental health issues with students and families.

Need: There is a need for a culture promoting systems and policy change among IEAZI partners.

Documentation of Need: Often, structural barriers related to transportation, difficulty of

enrollment across several sites and providers, and other issues prevent students and families from accessing the services they need. As such, there is a need to coordinate and integrate the many supportive services available in the community in order to make them more accessible for students and families. To do this work, it will be necessary to develop collaborative partnerships between service providers and the schools in which all partners share a vision, values, and accountability for results.

How the Need will Be addressed: The IEAZI will address this need for collaboration by building partnerships to coordinate and integrate service provision and creating a shared culture between the schools, families, and service providers that are guided by the Community School Systems Standards created by the Institute for Educational Leadership. These standards include Collaborative Leadership and Strategic Capacity, Strategic and Accountable Community Partnerships, Community and Family Engagement, Data Use and Results, Communications, Supportive Policy, and Sustainable Financing and Resource Development. This shared culture will promote systems change in the way services are provided, increasing the impact of these services and creating an increasingly collaborative environment. Furthermore, as partners, schools, and families work collectively to create the conditions for academic success, their voices will be amplified when advocating for policy change supporting their work.

See the Quality of Project Services section for more detailed descriptions of IEAZI Full-Service Community Schools activities.

QUALITY OF PROJECT SERVICES

Strategies for Equal Access and Treatment of Eligible Participants and Marginalized Groups

The IEAZI Management Consortium, chaired by JBNC, is composed of executives from several agencies who have collaborated to create the IEAZI Full-Service Community Schools program, including: JBNC, IPS, Playworks, HealthNet, the Patachou Foundation, the Indy Hunger Network, Indiana WIC, and Families First. This team is responsible for the overall implementation of the IEAZI's Full-Service Community Schools program.

As part of its work to create Community Schools in the Achievement Zone, the IEAZI has developed an equity framework to ensure equal access and treatment of participants and groups who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This equity framework is built upon three core strategies: 1) Equity through Applied Analytics, 2) Equity in Staffing, Governance, and Decision-Making, and 3) Inclusive Practices, Training, and Barrier Removal.

Equity through Applied Analytics

Equity through applied analytics is a data-driven process to research and investigate, on an ongoing basis, programmatic data, survey data, and other information points to determine where groups are underrepresented in their equal access and treatment by IEAZI activities, services, and programs. This procedure is based upon a four-step process to inform the Management Consortium and others of critical access points, ongoing service delivery processes, and outcomes in which disparities may exist in historically marginalized groups. Equity through Applied Analytics shall employ the following strategies:

Engagement of Stakeholders: Engagement of stakeholders permeates all aspects of the IEAZI plan. A key to the success of the IEAZI effort is to ensure full representation of groups
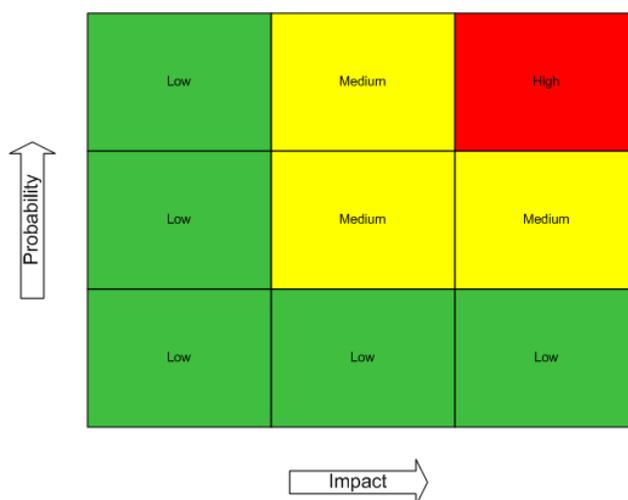
and to engage the very stakeholders who are often underrepresented. The IEAZI will engage an Equity Stakeholder Group to oversee, guide, and make recommendations for the equity work from the analysis completed on an annual basis. The group will be nominated, recruited, and selected from the Community Schools communities. Additionally, resident experts within the surrounding community will also engage in giving their experiences in addressing inequity within the community. Resident experts will bring an invaluable perspective to the IEAZI Equity Stakeholder Group, direct experience with inequity, and how it presents itself in the community and in the lives of people like them. Representing the community, resident equity stakeholders will inform the group of equity gap analysis and root cause analysis providing a reality check to the planning process and a practicality to the development of solutions to overcome inequalities. The Equity Stakeholder Group will develop an annual action plan based upon the results of these analyses and present this plan to the Management Consortium.

Equity Gaps Analysis: On an annual basis, the IEAZI will produce an equity gaps analysis to determine gaps in full participation by all groups in the target area. Data for this analysis will come from program participant data of parent and child surveys. Data from program participants entered into case management software will be segmented based upon groups served and compared to the overall demographics of the Community School communities and program goals for disparities. In addition, annual surveys of parents and children will be conducted at all of the Community Schools; multiple languages and formats will be utilized to assess barriers to participation such as lack of outreach, physical, language, or cultural perceptions. Each year this survey obtains approximately 1,500 responses from children and an additional 400 responses from parents. Based upon prior year equity priorities, questions will be customized to seek relevant information on issues related to the gaps and root cause analysis.

The results of the gaps analysis will be provided in an annual Equity Report.

Root Cause Analysis: Following completion of the equity gaps analysis and identification of underrepresented groups, a root cause analysis will be conducted by the Equity Stakeholder Group to explore the specifics of causation for gaps identified. The Equity Stakeholder Group will be engaged to give context and feedback on gaps identified, and following this feedback, focus groups, surveys or outreach will be conducted to better ascertain the conditions and causes of lack of parity in access and participation. The final analysis will contain both qualitative and quantitative data in determining the root causes of disparities. A specific emphasis will be placed on those root causes that have the greatest validity in both data sets and those that create the greatest disparities.

Annual Action Plan: Based upon the results of the gaps and root cause analyses, the Equity Stakeholder Group, and other resident experts, will be engaged to develop potential solutions to address any lack of parity in program participation. Potential solutions will be considered and prioritized utilizing the following matrix:

Probability ↑	Low	Medium	High
	Low	Medium	Medium
	Low	Low	Low

Impact →

From this exercise, key recommendations will be developed with priority given to those within the red zone of the above matrix and will be recommended to the Management Consortium. On

an annual basis, the Management Consortium will review and take action based upon the recommendations of the Equity Stakeholder Group. These key recommendations will also include key performance indicators that will be used to monitor and measure progress, which will be reported back to the Management Consortium, the Equity Stakeholder Group, IEAZI staff, and the JBNC Board of Directors.

Equity in Staffing, Governance, and Decision-Making

In addition to using the Equity through Applied Analytics approach, equity and parity is also achieved by creating organizational accountability in ensuring inclusive representation for those responsible with the management and implementation of the program including board, staff, and other decision makers. As such, JBNC does, and will continue to measure, the demographics of board and program staff members, including leadership positions, for representation based upon gender, age, ethnicity, and residence (living in the Community Schools communities). Further, JBNC will annually set goals for underrepresented groups or cultural competency training to ensure equity in the work of the organization. The breakdown of these internal sub-groups are then compared to the Community Schools communities as a whole to ensure it is representative of the community. In 2017, to further embrace the inclusive values of the organization, the JBNC Board of Directors amended the by-laws to include the following requirement: "A minimum of fifty-one percent (51%) of the membership of the Board of Directors at any given time, shall consist of directors that are minorities, females, or persons with disabilities." This policy change ensures that the governing body and strategic leadership are representative of the neighborhood, positioned to make meaningful and relevant decisions.

The IEAZI has a goal of hiring no less than 50% of staff from the neighborhood, inclusive of the Community Schools communities. In addition, demographics of IEAZI staff will

be tracked and monitored to ensure a diversity among those from underrepresented groups, genders, cultural competencies, language fluency, and people with disabilities. On an annual basis, inclusive goals will be established for the IEAZI as part of the JBNC Inclusiveness Plan, which is reviewed and approved by the Board of Directors.

Inclusive Practices, Training, and Barrier Removal

The IEAZI will also address equity through inclusive practices, training, and removal of barriers that potentially prevent equal treatment and/or access to services by children and families. The IEAZI will develop a program plan to address potential program barriers for marginalized or underrepresented groups that will be built upon the results from the Annual Action Plan and will complement this plan with inclusive practices and trainings by:

1. Developing and administering a participation survey to identify special access requirements among participants.

2. Developing and implementing strategies in collaboration with school staff, parents, and service providers to address the identified special access needs indicated by program participants.

3. Coordinating and offering cultural sensitivity as well as Americans with Disabilities Act (ADA) training for IEAZI staff, IEAZI partners, and Community School staff; including training on adapting teaching, service provision styles, and on discipline efforts in schools for children with identified special needs.

4. Recruiting and hiring individuals from a variety of populations to fulfill open positions and offer all employees the ability to request reasonable accommodations based upon individual need.

5. Ensuring that all IEAZI recruitment and program materials are available in diverse

formats and can be understood and accessible to all program participants, regardless of their unique challenges.

6. Offering interpretation services for participants as needed and appropriate.

7. Arranging for assistive technology devices to translate materials for participants in need of such services.

8. All program sites currently operated by the lead applicant meet ADA standards on accessibility. Other disability needs including visual, hearing, cognitive, and other impairments will be accommodated to ensure full participation by children and families enrolled in this program. All IEAZI activities, including services provided as part of the Pipeline Services, will be hosted at locations within walking distance of the Community Schools and/or convenient for all families to use public transportation.

9. Special outreach efforts will be extended to any underrepresented groups to encourage full participation and equal access to the IEAZI and its Pipeline Services.

In addition to the above, the IEAZI has set aside resources within the budget for costs associated with removal of barriers for participation such as translation services, hearing devices, or other needs in which paying this expense will result in equitable access and treatment. In accordance with the General Education Provision Act, the IEAZI is committed to ensuring equity of access to and participation in the IEAZI's Full-Service Community Schools program. The IEAZI is excited to provide additional support for students, parents, instructors, educators, administrators, and others with special needs in the school and community access to high-quality programming, services, and educational supports in service to their goals.

Likely Impact of Services to be Provided

As described in the following sub-sections, the IEAZI Full-Service Community Schools

program has been designed so that it will likely have a major impact on students, families,

educators, and school sites.

Impact of the development and implementation of high-quality programs to ensure academic
success in early childhood and among school-age children.

Impact 1: By September 30th, 2024, 70% of students from East 10th Street Children &
Youth Center, Daystar, and TGNS Pre-K programs who are entering kindergarten will be
ready to succeed and satisfactorily complete the academic requirements of kindergarten.

The Impact of the Completion of an Update to the 2017 IFF Assessment of Early
Childhood Education for the Near Eastside Neighborhood

As a first step in increasing the effectiveness of early childhood educational programming

in the Community Schools communities, JBNC will lead a process to update the 2017 IFF

Assessment of Early Childhood Education for the Near Eastside neighborhood. This update will

identify remaining needs and service gaps at the community level for children from birth to five

years old, including gaps related to developmental screenings, family engagement, and home

visitation. An update to this assessment will allow the IEAZI partners to align their work with

family and community needs, and the most recent evidence-based research in order to ensure that

all children have access to high-quality early childhood education.

Currently, IEAZI leverages the John Boner Neighborhood Centers' participation in the

Great Families 2020 initiative to address early childhood needs in the Community Schools

communities. With funding from United Way of Central Indiana through the Social Innovation

Fund, this five-year initiative utilizes a two-generation strategy to improve early childhood

education and family economic stability by partnering CWF sites with high-quality early

childhood education centers to integrate programming and wraparound supports for the whole-

family. Through this initiative, JBNC has partnered with IEAZI early childhood education centers Daystar Child Care and Little Dove Day Care, both rated a 3 on the PTQ rating scale. Through this partnership, the collaborative group has been able to provide a program in which early childhood education is strengthened and families are provided with the services necessary to support their children.

At Daystar, children receive a child-centered curriculum which prompts children to interact with and explore different aspects of the world using teacher and child inspired investigations in a safe and encouraging environment. The curriculum is organized into four sections: Developmental and Content Area, Curriculum Goals, Teaching Strategies, and Learning Formats. Individual portfolios are created for each child from assessments centering on each of the developmental domains and content areas. Furthermore, developmental milestones and goals are determined as a part of these portfolios to guide teaching staff in helping students master developmental and intellectual milestones and in preparing them for success in kindergarten. In addition to this curriculum Daystar provides health assessments and screenings, speech and hearing exams, behavioral and developmental screenings, and karate and dance classes for all children. Through Great Families 2020, Daystar is receiving technical assistance to move from PTQ Level 3 to Level 4; to this end, Daystar is working with a PTQ Coach and an education coach who works to improve the quality of teaching and the developmental appropriateness of classrooms.

At Little Dove, children receive a research-based curriculum called the Creative Curriculum and an educational program based on the Reggio Emilia approach, in which children learn in collaborative relationships with other children, teachers, and parents. As part of its compliance with Indiana standards, Little Dove uses monthly developmental checklists and

observations in classrooms to ensure students meet developmental milestones; the center also implements screenings center-wide based on the screenings given through Early Head Start. Since the Indiana standards are linked to benchmarks in the ISTAR-KR exam, complying with these standards will help to ensure that students have a high level of kindergarten readiness. In addition to the above, Little Dove partners with the Marion County Health Department for various health initiatives and with the Marian University Summer Learning Institute, which conducts student assessments. Through Great Families 2020, Little Dove is also receiving technical assistance to move from PTQ Level 3 to Level 4; to this end, Little Dove is working with a PTQ Coach. In addition, Little Dove has recently opened two classrooms serving 18 children at TGNS. Through participation in Great Families 2020, over 54 new high-quality early childhood education seats have been created in three years, expanding educational opportunities for young children.

In addition to the above, many wraparound services are provided for families whose children attend Daystar and Little Dove through Great Families 2020. JBNC provides services to families through its CWF, which provides educational pathways to high-demand sectors of employment; financial, employment/career, and educational coaching; and training and job placement services. Further, JBNC provides a CDA certification program through its CWF, which has opened a new career path for area residents and has supported early childhood education programs, which have been unable to expand due to a lack of trained personnel. Other wraparound services are provided by Families First and HealthNet. Families First provides biopsychosocial assessment and family needs assessments, assists families in creating a family strengthening plan, coordinates referrals based on family needs, provides parent education and Parent Cafes, connects families to mental health services, provides home visiting services, and

coordinates family fun nights. For its part, HealthNet provides all families with comprehensive primary health care services, connects families with health insurance enrollment, well-child visits, vaccination programs, etc. and provides behavioral health, dental, family planning, home visitation, and other services as needed. All services are provided through an overarching coaching model in which families work with family navigators to access the services they need, forming a deep, rewarding relationship over time.

By updating the IFF assessment, the IEAZI will be able to incorporate the findings of Great Families 2020 evaluations to assess what needs are still going unmet in the Community Schools communities. Based on the updated assessment, partners can then mobilize to meet these needs by expanding programming, incorporating new programming, opening new program sites, providing additional support for early childhood education centers as they strengthen their curricula, forming additional partnerships, altering service delivery or coordination strategies, or taking other actions in order to ensure that all children enter kindergarten ready to succeed.

The Impact of the Provision of Technical Assistance for Early Childhood Education Providers Working to Advance Along the PTQ Rating System

As mentioned above, technical assistance for early childhood education providers working to advance along the PTQ rating system is provided to IEAZI early childhood education providers through the Great Families 2020 initiative. Through this initiative, qualified coaches provide accreditation coaching in conjunction with Indiana's early care and education quality rating and improvement system, PTQ. Coaches have been employed as teachers, directors, lead caregivers, and college or university professors before entering the coaching profession, they believe in higher education and the most recent research. All coaches have a Bachelor's degree in Early Childhood Education or a related field, and most are working to complete postgraduate studies in the field.

PTQ coaches provide many types of technical assistance to early childhood education providers. To support providers in maintaining their PTQ ratings, coaches conduct a minimum of two site visits per year to verify standards. To support providers in continuous quality improvement, coaches utilize techniques such as verified assessments, observations of teaching practices or classroom management, modeling of best practices, training follow-ups, goal setting and planning sessions, and reflective questioning. In addition, coaches analyze and improve practices in health and safety, research-based learning environments and materials, evidence-based behavioral management, curricula and assessment, family engagement, and adult-child interactions. To assist with the accreditation of early childhood education providers, coaches provide accreditation coaching so that providers meet all prerequisites for accreditation and understand the process and standards leading to accreditation. They also assist providers with applying for scholarships to cover accreditation fees. Finally, coaches link early childhood education providers with a wealth of professional development opportunities by providing staff trainings, coordinating professional learning communities, providing peer mentoring, and connecting providers to further education and training resources.

In 2011, an evaluation report of PTQ was published (Elicker, Langill, Ruprecht, Lewsader, & Anderson, 2011). The evaluation's purpose was to examine if the PTQ ratings system contributed to ensure higher quality child care programs. The study found strong evidence that the PTQ system measures meaningful differences in childcare quality. Previously, the PTQ system had been measured by Elicker (2007), resulting in significant support for the validity of the PTQ quality indicators in the child development and early education scientific literature.

With the expansion of technical assistance for early childhood education providers

working to advance along the validated PTQ rating system, the IEAZI will be able to improve program quality among early childhood education providers, addressing a need for more high-quality early education opportunities in the Community Schools communities. According to a longitudinal study conducted by Peisner-Feinberg et al. (2001), analyzing the relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade, there is evidence that child-care quality has long-term effects on children's language, cognitive, and social skills through early elementary school. Longitudinal effects were also found for receptive language ability, math ability, cognitive and attention skills, problem behaviors, and sociability, indicating that children who had better quality preschool experiences were more advanced in their development over a five-year period. Therefore, the improvement of the quality of early childhood education based on validated indicators is a critical component in improving the likelihood of kindergarten readiness and eventual school success among children birth to age five.

The Impact of the Provision of Professional Development and Follow-up Coaching to IEAZI Early Childhood Instructors and Staff

Ten early childhood educators will participate in 32 hours of professional development, including eight cumulative hours of workshops from August through May of each project year and one hour monthly follow-up sessions for coaching from September through June provided by the staff from the Great Families 2020 program led by PTQ coaches. This professional development will focus on the following evidence-based early childhood research and how it can be implemented as part of the IEAZI's Full-Service Community Schools program.

This professional development opportunity is a response to the information coming out of engagement sessions conducted with early childhood education providers as part of the Great Families 2020 Initiative. These engagement sessions involved an evaluation and

exploration of program interventions in order to impact desired outcomes and address community needs. As a result of these engagement sessions, the IEAZI found that while STEM and literacy enrichment was greatly desired among early childhood education providers, developmental and educational delays inhibit students' ability to fully engage with and understand the lessons. Available evidence confirms these statements, and a rich and extensive body of research has demonstrated that children of low socioeconomic status (SES) enter a classroom with significant developmental delays that inhibit learning in ways that their higher socioeconomic counterparts do not experience. For example, "children from low SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties" (Aikens & Barbarin, 2008). In addition, "being raised in poverty has been linked with unfavorable early cognitive, verbal, and behavioral outcomes for young children…such delays in the preschool years increase the likelihood of lower achievement in school, grade retention, and school dropout" (Barajas, Philipsen, & Brooks-Gunn, 2007, pp. 311-312). Finally, young children in low-income neighborhoods are more likely to experience socio-emotional behavioral problems that "negatively impact their functioning, development and school-readiness" (Cooper et al., 2009). During these engagement sessions, providers agreed upon their desire for professional development that enhances their ability to address their students' significant needs in the classroom with greater skill and confidence. As a result, IEAZI professional development will focus on how these providers can support students in overcoming the adverse effects of being raised in a low SES environment by employing targeted, evidence-based strategies such as phonological awareness training and social skills training, both of which have demonstrated statistically significant positive effects (WWC Intervention Reports, 2006). With training on

the proper utilization of these strategies and others like them, early childhood educators will be able to help students develop the cognitive, verbal, social-emotional, and behavioral skills they need to succeed.

In addition to professional development on targeted, evidence-based strategies to help students develop improved cognitive, verbal, social-emotional, and behavioral skills, early childhood education providers will receive training and technical assistance addressing parent and family engagement, the IEAZI two-generational model, the services available along the Services Pipeline (in order to improve their ability to make referrals), and trauma-informed care. This professional development provided to early childhood education providers will in many ways mirror training provided to parents as part of family engagement efforts, providing opportunities for educators and family members to share what they are learning with one another and ensuring that educators and families work together in supporting student success.

In 2003, the Wisconsin Child Care Research Partnership published a Research Brief that revealed that 39% of childcare quality is explained directly by providers' level of training in child development. The same argument is exposed by Kagan and Neuman (1996) in their article about the relationship between staff education and training and quality in child care programs. The experts wrote that studies confirm that more training and education of pre-service or in-service yields higher quality. Further, it is known that higher quality child service can have both short- and long-term effects on educational outcomes. Burchinal, Vandergrift, Pianta, and Mashburn (2010) studied the association between child care quality and child outcomes for low-income children in Pre-K programs. The study concluded that high-quality teacher–child interactions and instruction is necessary to improve social and academic outcomes in Pre-K programs for low-income children. As a result of the professional development provided to early

childhood education providers, ten educators will improve their ability to offer high-quality early childhood education programming addressing the developmental needs of students to a greater extent each year, improving the quality of their programming and increasing the likelihood that student needs are met in the classroom and that students are prepared for academic and personal success.

The Impact of the Training and Placement of Ten New Child Development Associates

By September 30th, 2024, ten new CDAs will have been trained through a JBNC CWF postsecondary pathway program that trains CDAs and will have been placed in high-quality IEAZI early childhood education classrooms. The CDA Credential is the most widely-recognized credential in early childhood education and is based upon a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. As a result of their training, CDAs are able to put these competency standards into practice and to understand why these standards help children to move successfully from one developmental stage to another. Through their acquisition of the CDA credential, CDAs are trained to nurture the emotional, physical, intellectual, and social development of young children in an early childhood education classroom setting.

The JBNC CWF site has already trained 43 CDAs and placed 39 of these CDAs into Near Eastside early childhood education classrooms as part of the Great Families 2020 initiative. Today, these CDAs are nurturing childhood development at Daystar and Little Dove and other early childhood education sites, preparing these children for success in kindergarten at TGNS and Brookside Elementary School. Combined with other efforts to improve the quality of the options available for early childhood education for children who will attend the Community Schools, placing trained instructional professionals in early childhood education classrooms

will further enhance the quality of early childhood education provided at these sites and will further improve the likelihood that students attending these centers will transition from these facilities having reached the appropriate developmental stage for their ages and having achieved kindergarten readiness.

> Impact 2: By September 30th, 2024, 65% of students at each of the three Community Schools will exhibit improved academic achievement as a result of having participated in OST programming to the extent that they will perform at grade level in ELA and Mathematics as demonstrated by ISTEP+ ELA and Mathematics exams.

> The Impact of the Provision of Professional Development to IEAZI Community School teachers and staff and OST providers/instructors.

105 Community School teachers and staff and 30 OST providers/instructors will participate in 30 hours of professional development addressing the IEAZI model, the Five Essential Components for School Success, and the implementation of high-quality in-school and OST programs. Participants will complete their 30 hours of professional development through their participation in several activities from August through May of each project year provided by subject matter experts in the Aspen Institute's two-generation model; the Chicago Consortium for School Research's Five Essential Components for School Success; trauma-informed care; teaching and learning strategies for ELA and Mathematics; teaching and learning strategies for students with special needs; OST strategies supporting student achievement; and collective impact models. These subject matter experts will be coordinated by an organization contracted to provide professional development services. The professional development activities to be provided include:

Professional development opportunities for Community School teachers and staff will occur each year in July before school begins and will include a two-hour module devoted to the Full-Service Community Schools program. OST instructors will be invited to participate in this

module, and in this way, professional development offered through the Summer Institute will ensure teachers, staff, and OST instructors are well-versed on the IEAZI two-generation educational model, the Five Essential Components for School Success, the Full-Service Community School program's services pipeline, and evidence-based strategies to increase student achievement in ELA and Mathematics. After the completion of this model, teachers and staff will receive in-depth professional development on their Community School curriculum, initiatives and culture, and will have an opportunity to participate in team building sessions with those at their school. For their part, OST providers will receive in-depth professional development that include principles and practices of youth development, emphasizing social-emotional and informal learning, as well as youth leadership development. This OST training will culminate in a youth worker credential.

Professional Learning Communities composed of Community Schools teachers and staff will convene in-person quarterly at each Community School to engage in collaborative learning through a four-hour work session designed to strengthen educational practice and increase student results. Additional learning opportunities will be provided through technology-based learning activities and pre-work. Professional Learning Communities members will be accountable to one another to achieve the shared goals of the Full-Service Community Schools program and to work in transparent, authentic settings that support their improvement. In addition to these communities convening at the school, OST providers will be engaged through the Partner Engagement Work Group to convene regularly and engage in similar collaborative learning.

Trauma-informed care is an important part of the IEAZI's two-generation model, and trauma-informed care training for all teachers, staff, and OST instructors will ensure positive

universal supports and strategies are part of daily in-school and OST programming. Trauma-informed practices often involve a fundamental shift in thinking and practice that requires understanding of how trauma impacts the student, the symptoms that appear when individuals attempt to cope with trauma, how to avoid re-traumatization, and trauma-informed practices. By adopting a trauma-informed approach, teachers, staff, and OST instructors will undertake a paradigm shift to recognize, understand and address the learning needs of children impacted by trauma. This effort positively impacts schools and other learning environments, as well as changes the life trajectory of vulnerable students. Through trauma-informed care training sessions, which will be offered during employee onboarding and additional monthly one-hour trainings/webinars, teachers, staff, and partners supporting the Community Schools students will gain insight and strategies to support children impacted by trauma.

Finally, four-hour workshops will be offered each quarter in order to provide additional professional development for teachers, staff, and OST providers so that they may focus more deeply on honing their skills where it concerns the incorporation of evidence-based strategies to increase student achievement in ELA and Mathematics into their instructional models. This training will align with state standards for ELA and Mathematics and will provide teachers, staff, and OST providers with the skills they need to meet these standards in their classrooms, specific to each grade level addressed. In an effort to provide high-quality instruction for all Community Schools students, strategies that promote collaboration between general education, special education, and English Language Learners professionals will be presented to ensure that that students with disabilities, English Language Learners, and others can be successful in the general education classroom and in OST instructional environments. As such, professional development will provide opportunities for teachers, staff, and OST instructors to learn more

about models of effective co-teaching, providing accommodations and modifications, learning from data analysis, and utilizing best practice instructional strategies to meet student needs.

As a follow-up to initial professional development offerings, teachers, staff, and OST providers will be provided with ongoing coaching as they work to enhance their methods of instruction. Informal observations of instruction will be conducted by instructional coaches at each Community School and OST site, and data from these observations will be used to inform further professional development offerings. Further, teachers and staff will have the opportunity to observe each other; OST instructors will have the opportunity to observe each other; and teachers, staff, and OST providers will all have the opportunity to provide feedback to one another and gain strategies to implement in their own instruction. Coaches will use the feedback from these sessions to conduct reflection sessions and implement strategy sessions to review how to apply concepts and skills from the professional development presented. In addition, coaches will assist with data analysis so that teachers, staff, and OST providers may come to a better understanding of student needs and will assist teachers, staff, and OST instructors with the development of instructional materials accordingly. Coaches will provide ten hours of ongoing monthly one-hour follow-up coaching session from September through June.

According to research, high-quality professional development opportunities for teachers, staff, and OST providers should always: 1) reflect an alignment with greater goals for academic achievement and school and community culture, 2) be centered on teacher/instructor development of skills that impact core content, 3) include active learning of strategies, 4) be presented in a collaborative fashion, and 5) include follow-through opportunities and continuous feedback (Archibald, Coggshall, Croft, & Goe, 2011). As a result of the professional

development provided in a manner that meets these criteria, teachers, staff, and OST instructors will acquire new teaching and learning skills that will enable them to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive environments for learning, and involve families and the community in student education. In addition, they will learn to create trauma-informed learning environments, and address the whole-student and whole-family as part of a two-generation educational model with wraparound services and supports. Finally, they will learn practical strategies to increase student achievement in ELA and Mathematics in a manner consistent with state standards and best practices to make learning accessible for all students.

There is abundant strong supportive evidence that shows the influence of teacher professional development on student achievement. A report published by Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found nine studies, out of almost 1,300 that meet the WWC evidence standards. These nine studies assess the effect of in-service teacher professional development on student achievement in mathematics, science, reading, and ELA. In their meta-analysis they found that teachers who receive substantial professional development can boost their students' achievement by about 21 percentile points. Additionally, in a study conducted in Canada, Ross (2002) found that student achievement was higher in classrooms of teachers who had more contact with their coaches and in classrooms of teachers with greater confidence in the effectiveness of education. Overall, the provision of high-quality professional development will produce real improvements in the knowledge, skills, abilities, and effectiveness of teachers, staff, and OST providers and will improve the likelihood of student success in ELA and Mathematics.

The Impact of the Provision of High-Quality, Evidence-Based Teaching, and Learning Experiences During the School Day

The Association for Supervision and Curriculum Development (ASCD) defines the

Whole Child approach as "an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children." As part of the two-generation educational strategy, the IEAZI goal for each Community School is to ensure that every student is healthy, safe, engaged, supported, and challenged (ASCD). These comprise the five tenets of the Whole Child approach, and the IEAZI Community Schools are uniquely positioned to provide a school experience that will actualize these qualities for every child. The IEAZI's approach to educating the whole child centers on three key facets that work collaboratively and in a coordinated way to attend "to cognitive, social, emotional, physical and talent development of children" (Kochhar-Bryant & Heishman, 2010). Academic offerings will be personalized in such a way that all students are highly engaged, challenged, and attuned to their individual strengths and talents. Social-emotional education will inspire students' compassion, self-awareness, and empathy for others (described on pg. 113). Finally, two-generation supports bring together a personalized set of local resources to wrap around both the child and their family to help them be safe, healthy, and supported. It is within this overall model that the provision of high-quality, evidence-based teaching and learning experiences will be provided during the school day to improve student achievement in ELA and Mathematics.

Where ELA instruction is concerned, an integrated and balanced approach to reading and writing instruction that is intentionally designed to provide students with rigorous instruction to meet Common Core State Standards will be utilized. Through this approach, students will read and interact with real books and meaningful texts that actively engage the learner while examining a core concept and topically related text sets. All texts will be measured by a text complexity rubric that ensures alignment to Common Core standards and

allows students exposure to high-interest, challenging, and appropriate grade-level texts. The Gradual Release of Responsibility model will be embedded throughout ELA instruction so that students evolve into independent readers and writers, and Common Core components of balanced literacy will be included in the ELA framework through daily shared reading instructions, mini-lessons, scaffold small-group instruction, and independent practice that addresses phonological awareness, phonics, and word analysis as it ensures conceptual understanding and reading comprehension. Further, students will be guided through the writing process with an ultimate goal of producing authentic written compositions. Students will learn the components of strong content, organization, and style in order to produce fundamental types of writing such as opinion writing, informative writing, and narrative writing. To integrate the reading and writing into a comprehensive literacy block, writing instruction will naturally relate to the texts in which students are already immersed. The reciprocity between reading and writing promotes critical thinking and deeper understanding, providing students with strong connections across content areas and a meaningful reading and writing experience.

Where Mathematics is concerned, Community Schools will align Mathematics instruction with the rigorous Common Core State Standards, which can be correlated to the Indiana Academic Standards, and will require students to understand a common vocabulary that begins in Kindergarten and works thereafter to develop the students' conceptual understanding of mathematics through the study of units. According to Baldridge and Ramos (as cited in Great Minds, 2016), "even as new concepts are introduced, the overarching theme remains: defining the basic building block, the unit." Rigor is an essential component of IEAZI instruction, as it leads students through procedural skills and fluency, and then forces them to reach a deeper conceptual understanding where they have the ability to apply the concepts to solve problems

regardless of the presentation of the problem. All three of these key components are critical in ensuring students come away with a balanced understanding of grade level standards. Mathematics instruction in the Community Schools will be delivered with key standards for mathematical practice integrated throughout every lesson. Key standards include multi-step problem solving, abstract and quantitative reasoning, debriefing and reflecting for understanding, modeling with strategic tools, precise vocabulary, and dedicated structure. Each lesson will incorporate fluency practice, conceptual development and application problem sets along with a student debrief. As a response to teacher and administrator reports indicating that students and families are intimidated by Mathematics in the Community Schools communities, Community Schools students will receive enhanced instruction and personalized learning; they will have the opportunity to work through Mathematics lessons at an individualized pace utilizing a web-based platform that will offer deeper understanding, immediate feedback, and be extended both at school and at home.

As schools with diverse and urban populations of students, it is important to utilize instructional methods that are culturally responsive. Research on culturally responsive Mathematics instruction states that at minimum, "classroom instruction should aim to support students' conceptual understandings of key mathematical ideas and procedural fluency in a range of domains (e.g., number and operations, algebra, geometry, measurement, data analysis, and probability). Mathematics education researchers also generally agree that instruction should support students to engage in the disciplinary practices of mathematics, such as generalizing from a solution, justifying solutions, evaluating the reasonableness of solutions, making connections among multiple representations of a mathematical idea, and so forth (Jackson & Cobb, 2012). Through IEAZI Mathematics instruction methods, students will progress from

basic fluency to deep conceptual understanding and pushed to apply their thinking to complex problems. In addition, culturally responsive practices are integrated in the instructional methods, as teachers must believe that their students are capable of learning at high levels, believe in collaborative learning, and be open to students' different thinking and problem-solving approaches (Ukpokodu, 2011).

Finally, integrated with ELA and Mathematics at the Community Schools is flexible time for individualized student learning. Buffum, Mattos, and Weber (2010) define a simple formula for learning as, "targeted instruction + time = learning" and state that "when all students have guaranteed access to rigorous curriculum and effective initial teaching, targeted and timely supplemental support, and personalized intensive support from highly trained educators, few will experience failure." Accordingly, the IEAZI believes that it is important to ensure that students have time outside of core instruction to meet their personalized needs for learning for all the same reasons that it is best practice to differentiate initial instruction to accommodate all learners. Rather than approach Response to Intervention (RTI) from the traditional sense for state compliance purposes, the Community Schools approach to RTI is more broad-based and focuses on the needs of all students, from those performing below grade-level to those performing above. This approach sees RTI as a fluid process rather than a prescriptive program and is grounded in a fundamental belief that all students should be successful learners. As a result, students will have a dedicated, extended block of time multiple times throughout the instructional cycle during which time they may explore ELA and Mathematics concepts at a deeper level with the support of teachers and non-classroom staff members as additional supports. Proficiency data will be used to determine which students need additional opportunities to master particular standards and skills and which students are ready

to extend their learning further. Once this has been determined, these flexible learning blocks will serve as a time for students to implement their individualized learning plan and supports. To do so, students will choose from a personalized learning menu created by teachers, based on their knowledge of each child. This allows for student choice and interest while also ensuring particular needs are fulfilled. Varying activities frequently for students will help maintain high levels of engagement, and learning plans that are flexible and highly adaptable to each classroom and set of students. In implementing their learning plans, students will participate in small groups, collaborative work, and technology-enhanced activities so that skills that may not have been mastered the first time can be presented in new and different ways. In instances where a student is ready to proceed to the next level, learning menus may contain opportunities for project-based learning, literature circles, or additional service learning. Creating authentic learning opportunities for students will turn this dedicated time into a robust time of engagement.

The Impact of the Provision of High-Quality, Evidence-Based Teaching, and Learning Experiences through OST Services

The EDGE Afterschool and Summer Program will provide high-quality, evidence-based teaching and learning experiences through its OST programming. EDGE utilizes an evidence-based curriculum, including STEM, literacy, and social-emotional development activities; incorporates best practice instructional methods; and offers families meaningful engagement opportunities.

Through a results-based partnership with the IPS district and each school site, EDGE programming will be aligned with the school day and ensure consistent support of students and families. Specific areas of alignment include: academic learning, behavior expectations, discipline model, and family engagement efforts. Regular communication will continue to

develop relationships with each school site leading to further alignment and student success. EDGE will utilize the following strategies to align with the school day: development of a shared vision for OST programs; regular attendance at school staff meetings, curriculum meetings, and community meetings; specific learning objectives for academic lessons and enrichment; copies of student textbooks available; curriculum based on school pacing guides; attending professional development with teachers and IPS staff on curriculum and discipline models; EDGE staff training on Indiana Academic Standards and importance of their role in student learning; standing meetings with school principals and key staff members; and being consistently embedded in the school day through regular visits to classrooms, student lunches and recess, and other school events. EDGE Site Coordinators are full-time staff members, allowing them to develop a strong presence at the school building. Through this established presence at the Community School sites, administrators and school staff will see EDGE as a critical part of the school, and allow for more communication, relationship development, and alignment between the school day and OST.

EDGE programming was developed based on 21st Century Community Learning Center performance goals and indicators, and contributes to state educational outcomes. The programming will be offered on-site at TGNS and Brookside Elementary School, Monday - Friday from 3:00 p.m. – 6:00 p.m. Elementary programs will operate during school days, serving youth 15 hours per week for a minimum of 162 days. The EDGE program at Harshman Middle School will serve students offered Monday - Thursday from 2:30 p.m. – 5:00 p.m. during school days, serving youth 10 hours per week for a minimum of 128 days. On prescheduled breaks and holidays, evening, and weekend hours, learning opportunities will be offered to youth and their families in the form of family events, service learning projects, special field trips, and services

that promote family economic stability. EDGE summer programming will be offered a minimum of six weeks, five days per week for 10 hours per day. See below for a detailed schedule for EDGE Afterschool and Summer Programs.

Table 4: EDGE Afterschool Schedule for Elementary School Students

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
3:00-3:45pm	Community Time	Community Time	Community Time	Community Time	Community Time
3:45-4:25pm	Homework & Academic Centers	Homework & Academic Centers	Homework & Academic Centers	Homework & Academic Centers	Culinary Enrichment
4:25-5:35pm	STEM Enrichment	Literacy Enrichment	Wellness Enrichment	STEM Enrichment	Physical Fitness
5:35-6:00pm	Youth Choice	Youth Choice	Youth Choice	Youth Choice	Youth Choice
6:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Table 5: EDGE Afterschool Schedule for Middle School Students

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
2:30-2:45pm	Community Time	Community Time	Community Time	Community Time	Community Time
2:45-3:45pm	Tutoring/ Academic	Tutoring/ Academic	Tutoring/ Academic	Tutoring/ Academic	Tutoring/ Academic

	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
3:50-4:55pm	Youth Choice Enrichment	Youth Choice Enrichment	Youth Choice Enrichment	Youth Choice Enrichment	Youth Choice Enrichment
5:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Table 6: EDGE Summer Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30-9:05am	Centers/ Breakfast	Centers/ Breakfast	Centers/ Breakfast	Centers/ Breakfast	Centers/ Breakfast
9:05-9:15am	Clean Up	Clean Up	Clean Up	Clean Up	Clean Up
9:15-9:30am	Welcome	Welcome	Welcome	Welcome	Welcome
9:30-10:30am	Gymnastics	Youth Choice	Educational Field Trip	Drumming	Youth Choice
10:35-11:35am	STEM Enrichment	Literacy Enrichment		Wellness Enrichment	Culinary/ Nutrition Enrichment
11:35am-12:35pm	Book Club/ Lunch	Book Club/ Lunch		Book Club/ Lunch	Book Club/ Lunch
12:40-1:40pm	Physical Recreation	Physical Recreation		Physical Recreation	Swim
1:45-2:45pm	Academic	Academic		Academic	

	Enrichment	Enrichment		Enrichment	
2:50-3:15pm	Snack	Snack		Snack	
3:15-3:30pm	Reflection Time	Reflection Time		Reflection Time	
3:40-4:40pm	Zumba	Youth Choice	Snack/ Reflection Time	Bicycling	Youth Choice
4:45-5:30pm	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice

As can be seen in the tables above, EDGE students participate in a variety of activities to support their learning. These activities include:

Community Time: Structured time to welcome youth, provide snack, make announcements, recognize student excellence, and allow positive interpersonal time among peers and program staff.

Homework/Academic Centers: For this activity, youth are separated into small groups based upon their grade level and academic needs. Qualified staff members and volunteers work with youth individually and in small groups to provide homework assistance and individual guidance for youth working on an academic center.

Tutoring/Academic Enrichment: Middle school youth are separated into small groups based on their academic subject needs. Community School teachers and other qualified personnel then work with youth individually and in small groups to provide tutoring or facilitate small group academic enrichment.

Enrichment Activities: Elementary school youth attend an enrichment activity to participate in based on their academic needs and activity rotation schedule (most enrichment activities are offered one to two times per week). Examples of enrichment activities include: activity on heart rate and monitoring levels (Wellness Enrichment), a Rube Goldberg project (STEM Enrichment), a group read-aloud and book discussion (Literacy Enrichment), preparing a healthy snack using ingredients from the garden (Culinary/Nutrition Enrichment), and a group physical fitness activity.

Youth Choice Enrichment: Middle school youth are able to select an enrichment activity to participate in during the second hour of programming based on their personal interests. Most enrichment activities are offered on a rotating schedule one to two times per week. Examples of enrichment options include career and college exploration, visual and fine arts programming, social-emotional or leadership development, culinary and nutrition classes, STEM activities, literacy groups and programs, media immersion, or physical fitness activities.

Youth Choice: Elementary school youth are able to attend an activity based upon their interest and program offerings. Since enrichment activities are based on academic needs, youth choice is a time that students are able to participate in an activity they enjoy, regardless of their academic achievement in the subject area. Examples of activities include: board games, physical recreational games, STEM enrichment, book club, service learning project, and other activities that expose youth to new skills and ideas, while reinforcing previous learning.

The evidence showing the benefits of OST programs in the social, emotional, and academic development of at-risk children and youth is abundant and strong (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). Furthermore, OST programs that are aligned with the school curriculum potentially have higher benefits to youth. Anderson-Butcher, Stetler,

and Midle (2006) believe that school staff should develop stronger linkages with OST programs for positive youth development. In their survey, teachers indicated the need for more strategic links to share their classroom curriculum with OST program staff, in order that program activities would reinforce classroom lessons. Following this research, EDGE links its programming with the curricula provided during school hours, in order to support student learning to a greater degree. Krishnamurthi, Ballard, and Noam (2014) examined the literature to assess the Impact of Afterschool STEM Programs and found that students participating in OST STEM programs have immediate and long-term gains on a number of STEM-related dimensions. Further, the results found by Dabney et al. (2012) as well as Feldman and Pirog (2011), corroborate the impact of OST STEM programs on middle school students' interest in science and mathematics, in correlation to their university career interest in STEM. There is moderate evidence that shows the academic and social benefits from the alignment of school and OST programs. Hamilton, Le, and Klein (1999) found significant gains in reading and arts scores in participants of an OST enrichment program in Santa Monica. Walker and Arbreton (2004) found that young people from the schools that hosted OST had positive developmental experiences at the centers and derived a number of benefits from their participation over the course of 18 months, including improved social well-being and a more positive orientation toward school than their non-participating peers. Finally, Barker, Larson, and Krehbiel (2014) as well as Heath and McLaughlin (1994), show promising practices in bridging formal and informal learning; concluding that community-based organizations and schools should work together, since youth benefit from both worlds.

As a result of high-quality, evidence-based, and aligned OST programming being provided through EDGE, 100% of students (65% from each Community School) will have the

opportunity to receive additional academic support and enrichment programming, reinforcing their ability to succeed in ELA and Mathematics as well as increase students' motivation to learn. Through this programming, students will also grow in confidence, practice leadership, make connections between what they learn in school and how it is applied in their communities, and form strong relationships with each other and with caring adults.

> Impact 3: By September 30th, 2023, 85% of students at each of the three Community Schools will successfully advance from second to third grade, from elementary to middle school, and from high school to college and career.

The Impact of the Implementation of an Early Warning System

The IEAZI will leverage its existing data-sharing MOUs and case management databases to implement an early warning system that tracks student behavior, attendance, and course performance to identify at-risk students in need of intervention in real-time. This early warning system will serve students and their families from the time students are enrolled in Pre-K to the time they are moving into college and career in order to ensure smoother transitions throughout that time span. In order to implement the early warning system, IEAZI will work closely with local early childhood education providers, the Community Schools, ATHS, and the IPS district. Together, these groups will build the infrastructure connecting early warning indicators from the school sites to a centralized Efforts to Outcomes (ETO) database containing student data from service providers and will create an automated notification system that will inform the ACM of student distress as it occurs.

The ACM will monitor Community School students, identifying when students will benefit from referral to additional supports and services available along the services pipeline, and manage the process that connects students to solutions. Utilizing the ETO case management database, the ACM relies on Early Warning Indicators – especially attendance, grades, and

behavior – as they change regularly throughout the school year, looking for variations that mark crisis or sudden changes in the student's life, whether academic or non-academic. Teachers and service providers who regularly work with a child may also alert the ACM to qualitative information about changes in the student's life. In response to identifying students in crisis, the ACM will convene regular meetings of parents, teachers, school staff, and community partners to review the individual student data and bring their understanding of that student to an Individualized Action Plan (IAP) that addresses immediate and long-term needs. The ACM will then be responsible for communicating with the student, ensuring that students access solutions recommended in the IAP; monitoring ongoing participation of the student in the IAP solutions, which can range from tutoring to OST programming to mental health counseling or other services. In cases where family engagement around IAP solutions is required, the ACM will coordinate with the Family Navigator. As previously mentioned, the academic case management process will be an ongoing feature of IEAZI programming in a student's life from Pre-K to college and career.

Throughout each student's educational journey, academic case management practices will evolve to meet student needs. While the focus of an ACM monitoring a student in Pre-K will be the preparation of that student for transition in kindergarten, the focus of an ACM monitoring a student in high school will be the preparation of that student for college and career. As such, the ACM will stay abreast of all opportunities available for student preparedness, from preschool scholarships to enrichment programming to credit recovery and SAT preparation. In doing so, the ACM will work closely with school counselors at the Community Schools, ATHS, and parents to ensure students have access to the full services pipeline as well as other services offered at a city-wide level. Results of the effectiveness of academic case management have been

confirmed by Corrin, Parise, Cerna, Haider, and Somers (2015), who conducted a randomized trial to study the impact of case management and found that case-managed students reported higher levels of engagement in school activities, including academically and behaviorally focused meetings with adults and mentoring. Kannel-Ray, Zeller, and Lacefield (2008) also found that case managed students have more caring, supportive relationships with adults and friends and that case management strategies make a significant difference in suspending rapid performance declines in case-managed student groups and that this intervention is effective in providing an increase in GPA, a decrease in negative behavioral outcomes, and overall positive results for students. As a result of the implementation of the early warning system, academic case management will be made possible for students and families in the Community Schools communities. In halting declines in academic performance and linking students and families to supportive services as needed, this practice will improve the likelihood of student academic success and enhance the ability of parents, teachers, school staff, and service providers to wrap around students in order to prepare them for and support them during critical academic transitions.

The Impact of the Implementation of Transition Pipeline Services

For the IEAZI, major transitions for children are viewed as especially important. The first of these transitions, from early childcare to kindergarten, is a significant event not only for the child, but also for the families involved. A smooth transition created by well-planned transitions into kindergarten sets the stage for future academic and developmental success.

Programming to support the transition to kindergarten is coordinated collaboratively between the IEAZI, JBNC, IPS, and the Community Schools and includes the following components:

Field trips to elementary school: Students, teachers, and parents at IEAZI early childhood

education centers will participate in annual field trips to TGNS and Brookside Elementary School. Family Navigators will provide outreach to families not enrolled in early childhood education programs and will provide opportunities for them to participate in similar open house experiences at the Community Schools to provide exposure for incoming kindergarten students. In addition, the ACM will coordinate in-school events and group visits to ensure a quality and thorough experience for each group.

Enrollment Day: The two elementary Community Schools will host a community-wide enrollment event providing the incoming class and their parents with the opportunity to interact with current and former students, teachers, and school staff. In a similar fashion, Family Navigators will provide outreach to families ensuring awareness of the Enrollment Day opportunity, and the ACM will coordinate Enrollment Day activities to ensure that opportunities are available for both students and their parents to become more acquainted with school culture, policies, and procedures.

KinderCamp: During the summer between preschool and kindergarten, new students will participate in a one-week program at the two elementary Community Schools focusing on developing self-esteem, self-awareness, and social skills while modeling the routines and expectations that they will encounter in kindergarten. Utilizing an evidence-based curriculum focused on early literacy, letter recognition, math, and science activities, instructors will engage students in the classroom settings. As in the above activities, Family Navigators will provide outreach to families ensuring awareness of the KinderCamp opportunity for students enrolling in the Community Schools, and the ACM will assist in coordinating KinderCamp activities with school staff.

Parent workshops: Finally, parent workshops will be provided in order to give parents the

skills they need to support their children's literacy and social-emotional development. Literacy in elementary school is an important marker for future success. According to research conducted by the Annie E. Casey Foundation, one in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers (Hernandez, 2011). Further, students who do not graduate from high school are twice as likely as high school graduates to slip into poverty from one year to the next (Bridgeland, Dilulio, & Morison, 2006). These facts show that failure to develop reading proficiency at an early age has negative consequences that last a lifetime.

According to the National Literacy Trust, parental involvement in children's literacy practices is a more powerful force in developing literacy than other family background variables, such as social class, family size, and level of parental education (Flouri & Buchanan, 2004); while reading enjoyment is more important for children's educational success than a family's socio-economic status (OECD, 2002). For these reasons, parent workshops will address literacy specifically while providing parents with the social-emotional skills they need to connect with their children, exercising patience and support for their children's attempts at reading.

The parent workshops provided will reinforce the activities conducted in the early childhood education classroom environment and will give parents the tools to be more responsive to their children's needs. Further, these workshops will lend parents the ability to take a greater leadership role in their children's language development and self-regulation by implementing home reading time and fostering health social-emotional skills. As part of monthly workshops conducted by the JBNC Family Services Department, parents will not only learn to apply the skills used by early childhood education instructors to foster learning and manage behavior in the home but they will also create a supportive community within which to discuss parenting and

childhood development. In this way, parents will be able to create consistent systems between the home and school environments as they support each other in developing new skills.

Evidence supports the fact that ensuring children start school ready to learn requires that attention be paid to one of the most complex and significant changes they will experience—the transition to kindergarten (Bohan-Baker & Little, 2002). The transitional supports above were modeled after a similar transition program at the Harlem Children's Zone (HCZ). HCZ is seeking to transform central Harlem by providing a unique set of educational and support services to the children and families who live there. The philosophy is to create a positive "tipping point" to change the culture in which generations of students grow up, helping the entire community to lift itself out of poverty, high unemployment, and low educational attainment (Tough, 2008). The available data indicate that the HCZ has improved the educational outcomes of participating students (Dobbie & Fryer, 2011).

After reviewing different transition and readiness programs, Bohan-Baker and Little (2002) identified promising practices to involve families in transition to kindergarten; among them: contact with preschool families and children, kindergarten visits, parent support groups, and informational meetings. Johnson (1990) also describes a model information workshop for prospective parents that includes parent-teacher conferences, informational programs for parents, and visit of prospective transitional students to the transitional kindergarten class. Parent survey data suggested that the outcomes of the intervention were positive. By incorporating these evidence-based practices into programming supporting the transition into kindergarten, the IEAZI will ensure that all students enter kindergarten ready to learn.

The next transition students will undergo is the transition from elementary school to middle school. Evidence suggests that the transition to middle school can be can be a significant

stressor for children, leading to increases in depression and high levels of anxiety for those who are vulnerable. In the transition to middle school, young adolescents tend to develop feelings of anxiety, sometimes related to space concerns centered on a new and larger building, being in contact with older and possibly rougher students, and heavy homework assignments (Odegaard & Heath, 1992). Wenz-Gross, Siperstein, and Parker (1997) studied the predictive power of stress of adjustment during the transition to school and found that school stress at the beginning of the school year was an important predictor of the adjustment to the transition to middle school, and that social support from family and teachers at the beginning of the school year was found to have both direct and indirect buffering effects. To this end, the IEAZI has put the following programming into place to support the transition of students from TGNS and Brookside Elementary School into Harshman Middle School.

Harshman Middle School Open House: The Harshman Middle School Open House takes place in late November and lets prospective students and families tour the school and talk with teachers, staff, and current Harshman Middle School students.

Introduction of 7th grade counselor to 6th grade classes at elementary schools: Harshman Middle School's 7th grade Counselor will schedule times to visit 6th grade classrooms at TGNS and Brookside Elementary School, and will highlight news and events from Harshman Middle School. Additionally, the counselor will assist students in submitting schedule requests once they have been confirmed as a Harshman Middle School student for the following school year.

Tours of Harshman Middle School for incoming 7th graders: Incoming Harshman Middle School students will be invited to tour Harshman Middle School during the school day towards the end of their 6th grade year.

For the above events, Family Navigators will provide outreach to families ensuring

awareness of these opportunities, and ACM will coordinate activities to ensure that opportunities are available for both students and their parents to become more acquainted with school culture, policies, and procedures.

In addition to these events, monthly workshops will be provided through EDGE OST programming for students and families that will prepare them to cope with new academic and social expectations in middle school. At these workshops, students and parents will form separate groups and will each interact with current Harshman Middle School students, teachers, and staff in a casual and informational session designed to reduce anxiety. In their respective groups, participants will discuss the differences between elementary and middle school, ask and answer questions, and have a candid discussion about student and parent concerns. Apart from these workshops, EDGE will host events to engage families in supporting transitioning students through the provision of strategies and techniques to help parents assist their students in coping with change and adjusting to new expectations at school and at home.

Strong evidence shows the effectiveness of well-designed transition support programs on student success during key transition years and afterwards. Greene and Ollendick (1993) evaluated a multidimensional program for sixth-graders in transition from elementary to middle school in Virginia. Students were assigned to two groups. Full treatment condition consisted of group support, parental support, and increased teacher support while a partial-treatment condition consisted of heightened teacher support only. Results from this randomized trial showed significant improvements in program participants receiving full treatment. Improvements occurred in grade point average, depression, and reduced teacher-reported behavior problems in middle school. By providing programming addressing the transition into middle school, the IEAZI will be able to ensure that students are well-supported as they enter into the next phase of

their academic careers.

Parents, peers, and schools play key roles in sustaining adolescents' sense of well-being during the transition to high school. Schools serve more than an academic function; they offer a context through which children and adolescents experience a sense of group belonging. Disruption of this sense of belonging or connectedness has implications for mental health, physical health, and academic achievement (Newman, Newman, Griffen, O'Connor, & Spas, 2007). Newman, Newman, Griffen, O'Connor, and Spas (2007) found a relationship between the decreases in social support occurred during transition and depressive symptoms. Results of the study indicated that 9th graders experienced more depressive symptoms and lower levels of school belonging as compared to the 8th graders and that changes in parent support and peer support were significantly associated with depressive symptoms in the transition to high school. Alspaugh (1998) also demonstrated significant achievement loses and increased dropout rates in students affected by unsupported transition to high school. To this end, supporting students as they transition from middle school into high school is of the utmost importance to the IEAZI, and the following support programs and services will support Community School students in their transition to ATHS:

Harshman High School Information Night: For this event, Harshman Middle School invites the administration from IPS High Schools (including ATHS) to set up booths so that students and families have an opportunity to learn more about the schools. This event is held in October or November of each year, and families who participate also complete 21st Century Scholar applications, which supports the pathway to college and career.

Tour of ATHS: 8th grade students at Harshman Middle School have the opportunity to tour IPS high schools, including ATHS, in order to see the campuses and get a glimpse into what

a day in the life of being a student at the high school feels like.

Introduction of high school counselor to 8th grade classes at Harshman Middle School: High school counselors visit middle school students at Harshman Middle School and discuss course and program opportunities as well as success skills to promote a smoother transition.

Tours of Harshman Middle School for incoming 7th graders: Incoming Harshman Middle School students will be invited to tour Harshman Middle School during the school day towards the end of their 6th grade year.

For the above events, Family Navigators will provide outreach to families ensuring awareness of these opportunities, and ACM will coordinate activities to ensure that opportunities are available for both students and their parents to become more acquainted with school culture, policies, and procedures.

In addition to these events and as with the transition into middle school, monthly workshops will be provided through EDGE OST programming for students and families that will prepare them to cope with new academic and social expectations in high school. At these workshops, students and parents will form separate groups and will each interact with current ATHS students, teachers, and staff in a casual and informational session designed to build a sense of belonging and social support. In their respective groups, participants will discuss the differences between middle school and high school, ask and answer questions, and have a candid discussion about student and parent concerns. Apart from these workshops, EDGE will host events to engage families in supporting transitioning students through the provision of strategies and techniques to help parents assist their students in coping with change and adjusting to new expectations at school and at home.

Finally, support for the transition from high school to college and career rounds out the

IEAZI's transition support programming for Community School students. These services are also critical for student success, Greene and Forster (2003) have found that only 70% of all students in public high schools graduate and only 32% of all students leave high school qualified to attend four-year colleges. College readiness and awareness programs help students increase their knowledge, preparation and expectations for postsecondary education, and eventually succeed. To address the transition to college and career, the IEAZI provides the following programming:

Support for 21st Century Scholars: Beginning in middle school, EDGE afterschool participants will receive assistance in completing the Scholar Success Program, which presents grade level requirements to guide students in planning their path to high school graduation and postsecondary success. These requirements must be completed in order for low-income students to receive a scholarship through the 21st Century Scholar program. To complete the program, students must graduate from high school with a Core 40 diploma and a GPA of at least 2.5 on a 4.0 scale. In addition, students must create a graduation plan, take a career interests assessment, participate in OST activities, obtain workplace experience, visit a college campus, complete educational offerings regarding financing and succeeding in college, take a college entrance exam, submit a college application, and file a FAFSA. Through the IEAZI Full-Service Community Schools program, Community School students will receive assistance in enrolling in the 21st Century Scholar program and its concomitant Scholar Success program, and will additionally receive ongoing assistance through EDGE OST programming in completing the requirements of the Scholar Success program.

Online Career Exploration: Beginning in middle school and continuing through high school and into college and career, students will have access to Naviance, which is a comprehensive college and career readiness platform that will help align student strengths and

interests to their postsecondary goals. Naviance empowers students and their families to connect learning and life, while allowing students to create a plan for their future. The Naviance interface facilitates postsecondary planning, regardless of whether students are going to college or straight into the workforce; tools are available for students and parents to gauge what students must complete in high school in order to achieve their goals. These tools include self-discovery and assessments; the Gallup Strengths Explorer; a complete College and Career Readiness Curriculum that develops non-cognitive skills and college knowledge and confidence in students; test preparation solutions for the ACT, SAT, AP, and other exams; AchieveWORKS and Career Key career assessments; and academic planning tools. Together, these tools help students to understand the possibilities available to them, match to best-fit colleges, identify ideal college majors, connect their interests to career fields, identify best-fit careers, create a four-year course plan, stay on track to graduate, plan for life after high school, meet academic college entrance requirements, and take ownership over their education.

Coordination with the IPS Future Centers program: The ATHS Future Center is designed to help students take the steps needed to successfully transition to Enrollment, Enlistment, or Employment upon graduation. Based on successful models in other school districts throughout the U.S., the Future Center will be located within ATHS and will provide supportive services to students in the areas of college and career readiness, skill building, social-emotional support, and technical and material assistance. Featuring the latest technology, strong support from collegiate and corporate partners, and knowledgeable and friendly staff, the ATHS Future Center and its resources are available to students throughout their high school experience and during their journey through college or early years in the workforce. Services provided through the Future Center include individualized or group mentoring sessions; interview training to help students

prepare for upcoming job or college/military interviews; college application support and financial aid and scholarship application assistance; and tutoring for the ACTs, SATs, college essays, ELA and Mathematics. In coordination with IPS, the IEAZI will ensure that all students are aware of and have assistance as needed in accessing the Future Center beginning in middle school, continuing throughout high school, and into college and career.

As with the other transition points, Family Navigators will provide outreach to families ensuring awareness of these opportunities, and ACM will coordinate with students, families, and school sites to ensure that students are on-track to complete their chosen plans for postsecondary success.

According to available evidence, interventions with urban, at-risk students show that students who spend a substantial amount of time on academic activities improved their GPAs over a semester, and students who took advantage of behavior-related services and participated in social activities significantly reduced disciplinary referrals (Yampolskaya, Massey, & Greenbaum, 2006). More recently in 2016, Glessner conducted a quasi-experimental study to assess the effects of a college visit and online career intervention on 8th grade students' college and career self-efficacy and college intent in Florida. Findings show that the students who participated in the intervention had higher levels of college-going and career-decision self-efficacy than students who did not. Further, in a study by Sampson, Marriot, and Hooley (2016), they analyzed several college and career readiness programs and concluded that career development programs are more likely to be effective if they make use of technology to allow learners a range of ways to obtain and share information. The analysis demonstrated evidence which suggests that career development can have an impact on retention, achievement, transition, and life success. In particular the analysis concluded that the most significant impacts

are likely to result from programs which engage young people early in their school careers, deliver interventions in holistic and multi-modal ways (including technology), and mobilize a wide range of stakeholders. Finally, the 21st Century Scholars program represents a model of success that has contributed to improved college enrollment and attainment rates in Indiana (St John, Fisher, Lee, Daun-Barnett, & Williams, 2008). Taken together, this evidence supports the programming selected, which will improve the odds of success for Community School students as they transition into college and career.

Impact of the development and implementation of family and community engagement programming and supports to ensure financial and social stability and high levels of engagement among families.

Impact 1: By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will increase their financial and social stability as a result of having participated in supportive programming.

The Impact of the Provision of Services and Supports through the Center for Working Families

The JBNC CFW model presents families with the opportunity to develop assets, receive direct assistance, and develop personally and professionally through the provision of a variety of services. These services include:

Financial and employment/career coaching services: As part of its bundled services model, families are offered opportunities to evaluate environmental conditions and personal resources to build plans to achieve personal goals. One such opportunity is provided through financial coaching, which assists and encourages individuals to evaluate personal finances, create a budget, and make positive movement toward improving their financial positions and reaching their short and long-term goals. In addition to coaching, financial education opportunities are available for individuals interested in learning more about financial management, credit, saving for children's educations, and specialized education and counseling

for large investments in a home, business, or education. Another such opportunity is provided through employment and career coaching, which assists adults in accessing appropriate levels of training and assistance in assessing employment in career opportunities with support from professional staff. Additional support is provided through an employment center offering resume writing, interviewing, and networking assistance.

Access to public benefits and emergency financial resources: As part of its work towards supporting adult and family success, JBNC provides Individual Development Accounts (IDA). IDAs are matched savings accounts designed to increase positive asset accumulations among low-income individuals. Holders of IDAs save, build assets, and enter or expand their participation in the financial mainstream. Assets can be used to buy a first home, pay for postsecondary education, or start a small business.

High School Equivalency and Adult Basic Education: At the CWF, parents can access Adult Basic Education and High School Equivalency services as well as TASC and Accuplacer testing and career advising leading to enrollment in postsecondary pathways. The curriculum is guided by the Achieving TABE success series, and Common Core and College and Career Readiness standards provided at the federal level.

Postsecondary pathway offerings: As part of its work, JBNC embeds education, training, and certification programs within the community to provide access and supportive services to adults interested in developing the skills needed to succeed in high-demand job markets. By blending the assets and educational opportunities available through IUPUI, including short and long-term career certifications, with long-term engagement and coaching through CWF, adults receive assistance in remaining financially stable while pursuing educational opportunities and eventual job placement.

Opportunities to build social capital: Within each of the programmatic offerings is the opportunity for adults to build social capital with others participating in the programming and with others outside of the programming who can connect them to new opportunities. Whether by participating in the Job Club; taking a financial education course; participating in programmed networking opportunities; joining a professional, student, or civic organization; or connecting with opportunities to participate in Neighborhood Summits or other community events, adults will have many opportunities to build support for themselves and their families as they pursue their goals. Accordingly, they will be able to turn to their coaches for counseling as needed to facilitate the formation of these new relationships.

JBNC's financial coaching model was established as a result of JBNC's funding award from the Social Innovation Fund through the LISC. LISC researchers analyzed outcomes from 40,000 people who visited Financial Opportunity Centers across the USA as a way to improve their economic circumstances and concluded that those who took advantage of bundled services focusing on employment, income supports, and financial management skills made significant, lasting progress with incomes expanding by 76%. Additional studies have found a connection between increases in financial knowledge and financial behavior; and that the benefits of financial education may span to a number of areas including retirement planning, savings, homeownership, and credit use (Martin, 2007). Strong evidence, including randomized control trials evaluated by the WWC and supporting the effectiveness of employment coaching. Such sources of strong evidence are provided by Roman Maqueira (2011) as well as McInness, Ozturk, McDermott, and Mann (2007). In South Carolina, McInness, Ozturk, McDermott, and Mann (2007) analyzed the predicting employment effects of employment coaching and found that this coaching increases the odds of employment at least by 1.5 times. In addition, Grinstein-

Weiss et al. (2013) studied the long-term effects of IDAs on postsecondary education using randomized samples. The study indicated significant impact on education enrollment and positive impacts on degree completion and increase in level of education. Concerning the effectiveness of High School Equivalency and Adult Basic Education, evidence is strong and includes randomized control trials evaluated by the WWC. The quasi-experimental study conducted by Jenkins, Zeidenberg, and Kienzl (2009), assessing the Integrated Basic Education and Skills Training (I-BEST) program to increase the rate at which adult basic skills students enter and succeed in postsecondary occupational education and training, yielded positive results. I-BEST students were more likely to continue into credit-bearing coursework and earn credits that count toward a college credential. Additionally, they were more likely to persist into the second year, to earn educational awards, and to show point gains in basic skills testing. Locally, 211 students earned their High School Equivalency in the previous program year with 56% of all students achieving an academic gain, compared to 44% of students achieving an academic gain across the state. Similarly, Raphael and Stoll (2006) conducted a quasi-experimental study to discover the effects of workforce development on the labor market outcomes of disadvantaged adults. They concluded that on average, program participants experienced 20% increases in annual earnings one-year post intervention and 25% increases after two years. These increases are significant, as a $3,000 difference in parents' income when their child is young is associated with a 17% increase in the child's future earnings (Aspen Institute, 2019).

As a result of the IEAZI's provision of bundled services through the CWF, 750 parents of Community School students will improve their ability to secure employment and earn a living wage while building social support for their family's success. These supports will create home environments for students that are more stable and will provide resources for students and

families that support academic achievement and remove barriers in the way of student success.

Impact 2: By September 30th, 2024, 90% of families whose children attend each of the three Community Schools will exhibit high levels of engagement in student learning as a result of having participated in family and community engagement programming.

The IEAZI, in collaboration with JBNC, Families First, and IPS, will increase family and parent engagement at the Community Schools by providing a weekly schedule of activities and supports for students and their families, providing parent training opportunities, engaging children and families in Parent Cafes, and providing opportunities for community participation and leadership. Since each school site is unique, the Full-Service Community School program staff will work closely with the school and community to assess specific needs and develop strategies to ensure that all engagement efforts are successful.

The Impact of the Provision of Weekly Activities to Engage Parents in their Children's Educations

Through the IEAZI's Full-Service Community Schools program, a biweekly schedule of activities will be offered at each Community School to engage parents in their children's educations. During these engagement sessions, IEAZI program staff will work with families to identify and create activities that meet family needs, deepen family engagement in student learning and academic achievement, and foster healthy communication and group support. Each session offered will last for two hours, and sessions will be offered up to twice per week, every two weeks and engage 10-15 parents. The topics of each session will vary according to parent need and interest, but they may address topics such as child development throughout the lifespan; the IEAZI model and pipeline services; rigorous education curricula in ELA and Mathematics and how to support this curricula through activities at home; strategies to create affordable home libraries and learning centers; ways to support healthy childhood development in the home; ways to address and move beyond trauma; and available resources in the

community to support parents as they raise their children and foster academic achievement. In addition, each session will employ the Indiana Afterschool Network's Family Engagement Standards by creating a welcoming environment, supporting the needs of families, providing opportunities for family leadership and advocacy, building family engagement skills of staff, establishing meaningful relationships, connecting to student learning and success, and monitoring effectiveness. Facilitators of these sessions will receive regular training and professional development on these standards and how to incorporate them into the weekly parent engagement sessions.

Strong evidence shows that family involvement in children's education is effective in reducing mobility (Fiel, Haskins, & Turley, 2013); showing that parent involvement also helps in lowering school dropout rates, increasing on-time high school completion, and increasing completion of highest grades (Barnard, 2004). Through intentional parent engagement, Community School students will reap the benefits of involved parents who are informed and educated about student needs and how parents can support student progress.

The Impact of the Provision of Parent Training Workshops to Train Parents to Support ELA and Mathematics Achievement in the Home

In addition, to the more casual parent engagement sessions described above, parents will have the opportunity to participate in focused training workshops that will train them to support ELA and Mathematics achievement in the home using targeted strategies mirroring those used during the school day. To this end, 585 parents with children attending early childhood education centers and the Community Schools will participate in monthly two-hour workshops and follow-up support through home visits as necessary each year. These workshops, offered by the skilled subject matter experts from agencies including JBNC, IPS, Indiana WIC, Families First, and HealthNet will focus on how parents can work with educators

in supporting their children's academic success.

In each workshop, parents will learn how they can create a rich learning environment in the home that utilizes the same Indiana state standards their children meet at school throughout the lifespan. In this way, parents will be trained to create home environments that provide learning opportunities meeting state standards for academic achievement in ELA and Mathematics in early childhood, school-age children, and children transitioning into high school, college, and career. For example, in early childhood, state standards call for children to understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. As such, parents would be trained on how to choose developmentally appropriate books; strategies to enhance a child's learning such as teaching children how to combine letters to produce words and sound out words; teaching children to make connections between words and pictures and what they see in books and in the world around them; and finding books to explore children's interest areas and observations. Peterson, Carta, and Greenwood (2005) demonstrated how increasing parents' skills in milieu language teaching procedures can affect their children's language development; Walberg, Bole, and Waxman (1980) also found that a program intended to help parents create conditions in the home to stimulate academic achievement contributed to increased reading achievement of a group black, inner-city children. By training parents to support children's achievement, Community School families will have the tools they need to support academic progress, and students will achieve real improvements in their academic performance.

Moving through the lifespan, parents would be trained similarly on how to meet age-appropriate standards for ELA and Mathematics in the home. Through these trainings, parents

will be able to work with educators to provide a seamless learning experience for children in the Community Schools and to ensure that students are exposed to culturally appropriate explorations of ELA and Mathematics while receiving family support for their educational activities consistent with their family's values and history.

The Impact of the Provision of Parent Training Workshops to Train Parents to Support their Children's Physical, Mental, and Emotional Developmental Needs at Various Age Ranges

Through the Full-Service Community Schools program, Families First will partner to provide parents with the opportunity to participate in training related to their children's physical, nutritional, mental, and social-emotional developmental needs from early childhood spanning into the teen years and early adulthood. Through the Families First Parent Education program, classes are offered at a variety of community locations, including JBNC, local libraries and each of the Community Schools, all accessible and safe environments for families. Unlike other parenting programs in the community, the Parenting Education Program is composed of three concurrent series of classes. Offerings include classes for Parenting of Infants/Toddlers (ages 0-4), Parenting of School-Age Children (ages 5-11), and Parenting of Teens (ages 12 – 17). In addition, a class series for fathers is offered, called Highly Effective Fathers. Also, a parenting class covering children of all ages is offered in Spanish. Generally, class size does not exceed 15 participants. Each class meets once a week for 10 sessions, except for Highly Effective Fathers which is 12 sessions; each session is two hours long. A complete curriculum has been developed for each class series that utilizes a variety of learning modalities, including didactic presentations, handouts, group discussion, audiovisual materials, structured exercises, home practice assignments, and supportive sharing. The curriculum for the Program incorporates selected elements from other curricula, such as the Nurturing Program; One, Two, Three

Magic; and Active Parenting. The curriculum for the Parenting Education Program has been refined over many years of experience to enhance its effectiveness with the Community School parents, which have limited resources, few social supports, unstable living environments, and limited reading abilities. Client satisfaction surveys have also been an invaluable source of suggestions and feedback that guide the ongoing efforts to continuously improve the quality of our program. As the curriculum is age-specific, each class can focus on children's developmental needs and parenting issues common to that age group; additionally, all classes include content regarding behavior management techniques, realistic goals/expectations for children of that age, and stress management techniques for parents.

Families First parenting education classes begin with a mandatory orientation meeting with a coordinator where each participant obtains an overview of class format and expectations. The participant completes a strengths/needs assessment, pre-test evaluation, and writes individualized goals for their parenting education experience. Each participant is asked to discuss the circumstances that brought them to class and to establish at least three goals regarding parenting education. At the end of the series, each participant completes a post-test and client satisfaction survey, and is asked to rate their progress toward the goals they established at the orientation session. This data is used to evaluate the program's effectiveness in achieving its goals of increased knowledge about parenting skills, increased use of positive discipline, progress toward self-defined service goals, and satisfaction with service.

Learning is the goal of the entire Parenting Education Program, and staff members strive to create an atmosphere of community learning for all participants, where all can learn together from successes and failures. The process of group education allows participants to learn not only from the information presented by program staff, but also from other participants

who share their challenges, needs, and goals. Person-centered planning ensures that the process is open and inclusive, and that information is shared by all. Participants are actively involved in identifying learning goals and obtaining the information and support they need, not only from the curriculum but also from fellow participants. A partnership between Families First and with the family helps build the family's sense of control and ability to succeed, while assuring that appropriate supports and services are identified. The program goals are for parents to increase their knowledge in areas of child development; set realistic expectations for child achievement; parent-child communication; behavior management techniques and other childhood issues; meet needs for physical, nutritional, mental, and social-emotional development; identify essential parental behaviors that help children attain individual goals; and increase self-esteem in order to bolster self-confidence regarding the ability to parent.

Services are designed and promoted in a way that will reach people for whom a group educational experience is appropriate, either as the primary intervention or as part of a more comprehensive care plan. The Parenting Education Program offers a set series of classes as well as individualized sessions specific to particular audiences within the community. The Parent Education Program incorporates selected elements from other evidence-based curricula, such as the Nurturing Program; One, Two, Three Magic; and Active Parenting, but has been refined over many years of experience to enhance its effectiveness with Community School families.

Family engagement and parental support are critical to the scholastic success of children living in poverty. Research indicates that by focusing interventions on parents, as much as 50% of the negative impact of income on children's development can be reconciled (Cooper et al., 2009). In addition, there have been several studies that provide strong evidence of how parenting classes can be an important element in improving parents' skills, children's

development, and family functioning. Layzer, Goodson, Bernstein, and Price (2001) conducted a meta-analysis of nine family support programs; the analysis focused on parenting education programs whose length ranged from 60 to 100+ hours. The analysis of the programs showed that the programs had small but significant effects in children's cognitive development, children's social and emotional development and parenting attitudes and knowledge, parenting behavior, and family functioning. Similarly, Fiel, Haskins, and Turley (2013) found that improved relationships among families contributed to low student mobility. There is also moderate evidence of the effects of community-based parenting programs for low-income populations. In particular, Nicholson, Brenner, and Fox's (1999) found that when participants showed significant decreases in parental use of verbal and corporal punishment and significant increases in nurturing behaviors: their children's behavior also improved significantly. Through targeted parent training, 585 parents will receive over 20 hours of instruction and will thereafter be able to support and guide their children's physical, nutritional, mental, and social-emotional development throughout the lifespan in addition to setting a positive example for their children and growing in their confidence as parents.

The Impact of the Provision of Parent Cafes for Parents and their Children

In 2007, the Parent Café process was developed by parent leaders from Strengthening Families Illinois to design a parent-to-parent way to bring the Strengthening Families™ Protective Factors to families. The Strengthening Families™ Protective Factors include: parent resilience, positive social connections, concrete support in times of need, knowledge of parenting and child development, and social-emotional competence for communication. Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Through individual deep self-reflection and peer-to-

peer learning, participants explore their strengths, learn about the Protective Factors, and create strategies from their own wisdom and experiences to help strengthen their families.

Cafés are structured discussions that use the principles of adult learning and family support. They are highly sustainable with training reinforcement, institutional support, and a commitment to an approach that engages and affirms parents as leaders. Participants leave Parent Cafés feeling inspired, energized, and excited to put into practice what they've learned. Further, Parent Cafés involve the whole-family as children are welcomed; meals and childcare are provided free of charge and on-site. The Parent Café program, provided through both JBNC and Families First, has touched thousands of families through Race to the Top Early Learning Grants, SAMHSA Project Launch Grants, Child Abuse and Neglect Prevention initiatives, Child Welfare Systems, Family Resource and Support Centers, Early Childhood Development Centers, and other school- and community-based initiatives. Through Parent Cafes, parents become part of a mutually-supportive community that learns and grows together in the ability to support the physical, nutritional, mental, and social-emotional development of children (and adults).

The Impact of the Provision of Opportunities for Community Engagement

Resident engagement is the core element of community-based work. Engaging residents in meaningful relationships as owners, leaders, implementers, and experts throughout the community change process means building on where the energy of the community is, allowing residents to use their experiences to define the community's results agenda, and leveraging their relationships with other residents to help engage the community to ensure everyone has a stake in achieving in the desired results. Engaging all residents – community leaders, ordinary residents, young people, elders, longtime residents, those with diverse backgrounds, and

immigrants – ensures that the community change efforts meet the needs of everyone living in the community. Engaging residents in any of many ways throughout the implementation of community change efforts can build a sense of ownership that empowers residents to advocate for what they need. Engagement builds the interest, knowledge, and momentum needed to sustain efforts into the future. The IEAZI will promote student and family engagement in community events and initiatives in the following ways:

Neighborhood Leadership Development: The Neighborhood Leadership program curriculum includes a ten-hour program, organized around a menu of learning modules, aimed for residents and stakeholders working to address community-identified neighborhood priorities. This curriculum provides a toolbox for enhancing leadership and organizing skills, by building capacity and training neighbors to recruit and train others, thus creating a self-replicating knowledge and skill base within a neighborhood.

Community Advisory Board and Equity Stakeholder Group: The Community Advisory Board will review and provide input annually on the Full-Service Community Schools program goals, objectives, and outcomes. In addition, the Community Advisory Board will oversee the plan, methods, and overall outreach efforts to ensure annual increases in participation in the Pipeline Services. The Community Advisory will accordingly recommend adjustments in the outreach strategies, activities, and methods as appropriate. For its role, the Equity Stakeholder Group will oversee, guide, and make recommendations related to ensuring equal access and treatment of underrepresented groups. This group will oversee the annual equity gap analysis, subsequent root cause analysis, and the creation of an annual action plan for adoption by the Management Consortium to address any disparities or recommendations to improve and ensure equity in who is being served by the IEAZI Full-Service Community Schools program. Both of

these groups will serve as opportunities for parents of students in the Community Schools to exercise leadership in the community and in the Full-Service Community Schools program.

Community events and Neighborhood Summits: Through quarterly Neighborhood Summits, neighbors and other community organizations engage neighbors in initiatives that require extended planning and strategizing. Services will also provide training and support needed to develop the skills that help neighbors form informal relationships with one another; allowing for informal support systems to exist in addition to formal service provision. The summits, along with topical community events addressing education, food access, community development initiatives, and other community priorities, will offer opportunities for students and parents to work in partnership with school leadership and community organizational leaders to guide the development of the Community School communities.

Numerous studies have been conducted which discuss the value of engaged residents and their impact on the strength of neighborhoods, and some studies have also linked neighborhood engagement with strong education systems. Barnard (2004) found that collaboration among families, schools, and communities can help build the capacity to stimulate and support children's learning; and later Warren, Hong, Rubin, and Uy (2009) found that although differences in context mattered, there are three common dimensions of parent engagement that work across the cases: (1) emphasis on relationship building among parents, (2) focus on the leadership development of parents, and (3) effort to bridge the gap in culture and power between parents and leaders. By creating opportunities for student and family engagement in the community, the IEAZI has provided families with the opportunity to advocate for the creation and development of environments that support student learning at home, at school, and in the community and for the implementation of programming that meets family and community needs.

The leadership tools utilized by students and families in these opportunities are tools they can take with them throughout their lives, as they pursue leadership opportunities in civic and professional environments and as they collaborate with others to advocate for policy and systems changes.

Impact of the development and implementation of services and supports to ensure a high degree of health and wellness among students attending the three Community School and their families.

Impacts 1 & 2: By September 30th, 2024, 80% of students (Impact 1) and the parents of these students (Impact 2) from each of the three Community Schools will have increased their social, health, nutritional, and mental health in alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health.

The Impact of the Provision of Training and Technical Assistance to IEAZI Community School Teachers and Staff and OST Program Staff on Student (Impact 1) and Family (Impact 2) Social, Physical, Nutritional, and Mental Health

Research finds that in order for students to effectively learn, teachers and educators must be able to adequately meet the socio-emotional development needs of their students (Bracket & Rivers, 2013), yet 82% of teachers indicated that more training in this area is needed and desired (Bridgeland, Bruce, & Hariharan, 2013). As such, the IEAZI has partnered with Playworks to provide training and technical assistance to Community School teachers and staff and OST program staff so that these educators may enhance their ability to assist students and families in improving their social-emotional skills and physical fitness. Playworks leverages the power of safe, fun, and healthy play at school to build valuable social and emotional skills. They offer an essential opportunity for children grades K-6 to explore their imaginations, connect with other kids, and stretch and grow physically, emotionally, and socially. Playworks is the only nonprofit organization in the country providing trained, full-time coaches focused on recess to hundreds of low-income schools in major urban areas. They provide training and technical assistance to schools, districts, and youth organizations that want to ensure that every kid plays safely,

inclusively, and with joy.

With Playworks TeamUp, Playworks provides on-site consultation by teaming up with school staff who support recess. Playworks staff work directly with a designated school recess team to model and teach the strategies, games, and systems to develop and sustain a positive recess culture. In partnership with the school, Playworks creates opportunities where students are active, learn leadership skills and conflict resolutions tools, and practice respectful and inclusive behavior. TeamUp site coordinators focus on three key programmatic areas:

Recess: The site coordinator and school recess team develop standard agreements for behavior and conflict resolution skills, teach kids the rules and strategies of the games, and recruit disengaged students to participate.

Junior Coach Program: The site coordinator and school recess team implement a Junior Coach program to establish student leadership within the school and to build student ownership of key recess responsibilities. In collaboration with teachers, students from 4th and 5th grades are chosen to serve as role models on the playground. Trainings for Junior Coaches are held regularly, outside of school time.

Class Game Time: The site coordinator leads instructional time with individual classes throughout the year. During this time the coach teaches foundational skills and activities that will prepare students to enjoy recess and increase engagement.

Throughout the implementation of these programmatic areas, Playworks staff works with school staff to train them on best practices in supporting student social-emotional skills and physical fitness on and off the playground. Additionally, Playworks provides instruction to school staff on how to include parents in fostering healthy play environments that support student health and well-being in these areas at home and in the community; plus, how parents

and other supportive adults can take part in play with their children, for example through a Game Time implemented at home. In partnership with the IEAZI, Playworks will work with the IEAZI Director, the Patachou Foundation, and the Fitness Director at the Boner Fitness & Learning Center to provide training and technical assistance to serve both school personnel and OST program staff. Further, school personnel from Harshman Middle School will be invited to attend as well; providing them the opportunity to learn age-appropriate strategies for fostering healthy play and improved health and wellness among middle school students and their families. Parents will additionally receive training during workshops addressing academic achievement on how they can implement activities at home to improve family health and wellness in order to support their children holistically so that they are ready to learn at school and at home.

In providing this hands-on, interactive training and technical assistance for Community School personnel and OST program staff, Playworks will increase the capacity of adults who work with youth to assist youth in the development of positive behaviors and habits where it concerns social-emotional expression, physical activity, and resilience while modeling these behaviors and habits themselves through play. As can be seen on pg. 117, the Playworks model is highly effective according to available evidence, and instruction on how to utilize the Playworks model and replicate the impact of its programming at school and in other environments will empower school and OST staff to support students' development in the domains described above, which in turn, will support their educational success.

The Impact of the Provision of Professional Development to School Personnel so that they may Learn to Recognize and Respond to Student and Family Mental Health Issues

In addition to providing on-site mental health treatment for students and families at the Community Schools (described on pg. 128), IEAZI has partnered with Families First to provide professional development to Community School personnel, program staff, and service providers

so that they may learn to recognize and respond to student and family mental health issues. To this end, Families First will conduct cohorts of ten, two-hour weekly workshops during each school semester of the SY for the Full-Service Community Schools program to increase the ability of teachers, staff, and service providers to recognize mental health issues in students and families; as well as refer students and families to the appropriate resources for assessment and treatment, whether that be through their Family Navigator, ACM, or Families First.

During these professional development sessions, school personnel will learn about the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and how to apply these diagnostic criteria in order to recognize the signs of distress in students and parents. In addition, school personnel will learn the identifying characteristics of common disorders such as anxiety, depression, PTSD, bipolar disorder, and schizophrenia and other psychosis as well as the signs and symptoms of substance abuse and interpersonal violence and abuse. Finally, school personnel will learn how to implement referral procedures in alignment with state and federal laws, with respect to identifying the urgency of the referral and what follow-up assistance may be needed. These procedures include referrals for students and family members who may exhibit suicidal ideation or signs of self-harm.

Through the provision of these workshops, 105 Community School personnel, program staff, and service providers will receive 30 total hours of professional development focused on the mental health of students and families over the life of the grant. This training will contribute to a better understanding of the signs and symptoms of mental distress and how to respond, and will improve outcomes for students and families related to their health, well-being, and ability to meet their goals.

The Impact of the Provision of Programming Addressing Student (Impact 1) and Family (Impact 2) Social and Emotional Skills, Physical Fitness, Nutrition, and Mental Health During School, through OST, At Home, and In the Community

The IEAZI has partnered with a number of groups to provide programming to Community School students and families both in school and outside of school to address their health and wellness, as described below.

Responsive Classrooms

During the school day, Community School students will receive social-emotional learning in class through responsive classroom practices as part of the IEAZI educational model. In a responsive classroom, how children learn is as important as what they learn, and academic success is tied to building social-emotional competencies. Responsive classroom approaches will be utilized by school personnel in all student and family interactions and engagement sessions, and will help students to become intrinsically motivated, engaged, and self-reflective in learning. The responsive classroom approach will require teachers to operate around four key domains: Engaging Academics, Positive Community, Effective Management, and Developmental Awareness. These domains lead to a classroom environment in which students feel safe and can thrive. In addition to utilizing responsive classroom practices, Community School students will engage in social-emotional learning during the school day through the Second Step program. Second Step programming will be offered once per week and will focus on teaching students to understand and manage their emotions, control their reactions, be aware of others' feelings, and develop the skills to solve problems and make responsible decisions. According to the Committee for Children, students will learn through short weekly lessons, songs, games, and engaging role-playing activities. Students will also be presented take-home material to reinforce learning and open pathways for discussion with families. Promoting the development of social-

emotional skills among students and families is a research-based strategy geared toward creating opportunities for success both immediately and as children mature.

Near Eastside Education AmeriCorps

Through JBNC's NEEA program, AmeriCorps members and 32 volunteers deliver school readiness programming and curricula to Pre-K children; they deliver activities that are restorative and focus on socio-emotional development (e.g. coping skills and behavior management) and classroom readiness (e.g. listening attentively, following instructions) to Kindergarten through 6th grade students. This program applies strategies, principles, and tools for socio-emotional learning that has demonstrated impact, made available by institutions including but not limited to: The Collaborative for Academic, Social, and Emotional Learning; the Devereaux Center for Resilient Children; and Positive Action. Through this program, a minimum of 250 Pre-K through 6th grade youth will engage in restorative socio-emotional development activities and techniques, before, during, or after school hours. These students will see improvement in their socio-emotional development and school readiness.

Research has found that elementary school students participating in in-school socio-emotional development programs show significant enhancement in socio-emotional development, attitudes, and positive behaviors in addition to significant improvement in academic performance in schools (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Students with improved socio-emotional skills have also demonstrated greater self-awareness and confidence in their ability to learn and have demonstrated increased effort and persistence in achieving academic success (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In school settings, afterschool settings, and urban settings, programs that focused on socio-emotional development found success in increasing positive social behaviors, reducing

behavioral problems, improving school grades, and increasing test scores among K-8 students (Payton et al., 2008). The NEEA program, which has been designed to align with in-school SEL instruction at the Community Schools and with state standards for SEL, will provide students with an important opportunity to learn the skills they need to develop positive, healthy, and supportive relationships with their peers and with others.

Curriculum-Based Support Groups Program

The CBSG Program is a unique, multi-cultural, evidence-based preventative intervention for youth ages 4-17, founded on cognitive-behavioral and competence-enhancement models of prevention. The program teaches youth essential life skills and offers emotional support to help them cope with difficult family situations; resist peer pressure; set and achieve goals; refuse alcohol, tobacco, and other drugs; and, reduce antisocial attitudes and rebellious behavior. CBSG is delivered in 10-12 weeks or bi-weekly, in 1-hour support group session. The curriculum addresses topic such as self-concept, anger and other feelings, dreams and goal setting, healthy choices, friends, peer pressure, life challenges, family chemical dependency, and making a public commitment to staying drug free and true to life goals. Experimental studies conducted by Hedl (2009), evaluated in SAMHSA's National Registry of Evidence-Based Programs and Practices, show these support groups to be effective in reducing antisocial attitudes and rebellious behavior while addressing attitudes and intentions concerning substance use. Lesson content and objectives are essentially the same for all participants but are tailored for age and developmental appropriateness. Groups are formed with 6-10 participants, no more than 2 years apart in age, and are led by trained adult facilitators who follow the program facilitator's manual.

The CBSG Program will be offered through EDGE. The program is ongoing during the afterschool program and is provided a minimum of one day each week. After the 10-12 group

sessions, new students are referred and they begin engaging in the small group activity. JBNC administration has integrated CBSG into its EDGE Afterschool at TGNS, but this fall plans to expand CBSG to additional school sites and to the EDGE Summer program. In order to best support success across the Near Eastside, EDGE will include CBSG for youth during the EDGE Afterschool program at the three Community Schools: TGNS, Brookside Elementary School, and Harshman Middle School; plus two additional schools, URBAN ACT Academy and ATHS. Further, EDGE plans to structure the CBSG cohorts to operate simultaneously, ensuring that all EDGE participants receive programming. This will allow for 235 additional neighborhood students to participate in the CBSG program in the first year of implementation.

Playworks

In addition to training and technical assistance, Playworks provides its Playworks Coach program, which places a full-time, highly-trained coach in a school to build a positive school culture through play. By creating play opportunities, coaches are able to transfer pro-social skills and healthy behaviors to students who will in turn, carry these skills with them into the classroom and into their communities. A Playworks coach has the training and tools necessary to implement a fun and healthy recess, leadership program, instruction time with individual classes, and developmental leagues. The Playworks coach also provides opportunities for school staff, volunteers, and parents to get engaged in creating a positive recess culture. The Playworks Coach program focuses on implementing four key areas:

Recess: The coach creates a safe, fun, and inclusive playground by developing and modelling standard agreements for behavior and conflict resolution skills, teaching kids the rules and strategies of the games, and recruiting disengaged students to participate.

Junior Coach Leadership Program: Junior Coaches are a mix of 4th through 6th grade

students who participate in regular trainings that focus on teaching valuable skills like leadership, conflict resolution, inclusion and community action, successfully improving their self-esteem, self-advocacy, leadership ability, and desire to improve academically.

Class Game Time: The coach leads instructional time with individual classes throughout the year. During this time, the coach teaches foundational skills and activities that will prepare students so they can confidently engage in and enjoy recess.

Interscholastic Leagues: The coach leads non-competitive teams designed to develop skills, provide a positive team experience, and teach good sporting behavior to students. In addition to serving as valuable training opportunities, this direct service programming employs an evidence-based approach backed by an experimental study that resulted in several statistically significant findings indicating strong evidence that support causal relationships between Playworks and its intended outcomes. Mathematica Policy Research in conjunction with Stanford University released the results of a randomized controlled study, conducted by Fortson et al. (2013), titled *Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior*. Twenty-nine schools from six different cities were randomly assigned to treatment and control groups. Key statistically significant findings from the study support Playworks' Theory of Change and include: (1) Teachers in Playworks schools reported significantly less bullying and exclusionary behavior, a 43 percentage difference in average rating scores, (2) Playworks teachers average rating of students' feelings of safety at school was 20 percent higher than the average rating reported by teachers in control schools, and (3) Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities – 34 percent fewer minutes – showing an increased readiness to learn.

Similar results were found by James-Burduny et al. (2013). Findings from the randomized controlled trial showed positive impacts of the Playworks program on school climate, conflict resolution and aggression, learning and academic performance, and recess experience. Also in a randomized trial, Fortson (2013) found significant, beneficial impacts related to physical activity, recess activities, recess equipment, recess behavior and readiness for class, perceptions of recess, school climate, bullying/exclusionary behavior, and the transition from recess to learning activities. In general, physical activity has proven to be beneficial for children's physical and emotional development. The advanced literature review conducted by Bailey (2006) concluded that physical education and sport in schools can have a positive and profound effect in the physical, lifestyle, affective, social, and cognitive domains. Additionally, Madsen, Hicks, and Thompson (2011) used a quasi-experimental design that analyzed data from 159 low-income schools from 2001-2007 to demonstrate that after one year of exposure to Playworks, students showed statistically significant increases in the following four protective factors as compared to students with no exposure to Playworks: problem-solving skills, meaningful participation in school, goals and aspirations, and physical activity. All four protective factors are associated with positive social and academic outcomes.

Parent Training on Safe Sleep and Infant Needs

As part of the second cohort of Best Babies Zone grantees, the John Boner Neighborhood Centers participates in a multisector, community-driven, and place-based perinatal health initiative in Indianapolis. The Best Babies Zone brings together stakeholders in the community doing work around health, economic development, community services, education, early childhood education, and the built environment to decrease infant mortality rates. As part of this initiative, JBNC provides parent training on safe sleep and infant needs so as to educate parents

on how they can act to prevent infant mortality in the home. These workshops offer special attention to families at risk of higher infant mortality, including racial minorities and low-income families, and provide equipment such as cribs, blankets, and other infant care items to assist families in caring safely for their children. In partnership with the IEAZI, JBNC will provide families with parent training and equipment to prevent infant mortality among the young children who will eventually attend the Community Schools.

According to Moon, Hauck, and Colson (2016), a randomized controlled trial conducted with low-income mothers in Washington, DC demonstrated that, when compared with a control group of parents six months after the intervention, parents attending an educational session including answers to frequently asked questions about safe sleep practices were more likely to place their infants on the back, less likely to bed share, less likely to cite infant comfort as a reason for sleep position, and more likely to be aware of recommendations to place infants supine. Building upon this evidence, JBNC has designed its parent workshops to respond to parent concerns, present accurate information about safe sleeping practices, help families to overcome barriers to implementing safe sleeping practices in the home, and connect families to additional resources through Indiana WIC and other partners so as to decrease infant mortality in the Community School communities and so as to improve the likelihood that young children's health and well-being will be supported in the home by engaged and informed families.

Healthy Families – Marion

HFA is a voluntary home visiting program that was founded on the ideals of excellence, trust, and transformation and was launched in 1992 by Prevent Child Abuse America (formerly known as the National Committee to Prevent Child Abuse) with funding from Ronald McDonald House Charities. The program was designed to promote positive parenting, enhance child health

and development, and prevent child abuse and neglect. HFA is rooted in the belief that early, nurturing relationships are the foundation for life-long, healthy development. Interactions between direct service providers and families are relationship-based; designed to promote positive parent-child relationships and healthy attachment; strength-based, family centered, culturally sensitive, and reflective. HFA is designed for parents facing challenges such as single parenthood; low income; childhood history of abuse and other adverse child experiences; and current or previous issues related to substance abuse, mental health issues, and/or domestic violence.

Healthy Families (HF) – Marion has been serving Marion County families since 1994. Upon enrollment, all families complete a Parent Survey to determine the presence of various factors associated with increased risk for child maltreatment or other adverse childhood experiences, as well as identify family strengths and protective factors. HF then offers at least one, 1-hour home visit per week for the first six months after the child's birth. After those initial months, visit frequency is based on families' needs and progress over time. HF routinely screens families for child development and maternal depression.

HF refers clients to other services such as WIC, local food and clothing pantries, mental health providers, job training programs, housing and homeless shelters, and other services. From July 2014 through June 2015, HF completed 1,675 referrals to community agencies. The HF transportation associate transports families to community agencies to receive services including their medical and well-child appointments and mental health appointments, thereby reducing the barrier of lack of transportation.

In 2011, HFA was recognized by the U.S. Department of Health and Human Services as one of seven proven home visiting models, a distinction that came after a thorough review of

research into more than 250 models. Furthermore, HFA is the only national home visitation model that requires its programs to successfully complete a comprehensive accreditation process that is linked to best practice standards. HFA evaluation results from more than 20 states, including 12 randomized control trials, demonstrate positive outcomes in all six domains required by the federal Maternal Infant Early Childhood Home Visiting program, which address child health, parent-child interaction, school readiness, and family self-sufficiency. In addition, Cullen, Ownbey, and Ownbey (2010) showed the effects of the HFA Home Visitation Program on parenting attitudes and practices as well as child social and emotional competence. Parents who completed the program showed significant positive change in parenting attitudes and practices. The children of families who successfully completed the program exhibited significantly higher levels of performance on measures of social and emotional competence.

Real Meals for Kids

In partnership with the IEAZI, the Patachou Foundation serves meals to students enrolled in afterschool programming each week at an IPS disctric school. These after-school and day-time summer meals nourish bodies and increase students' awareness about the food they consume, as well as providing them with the opportunity to learn about new ingredients and flavors. Students receive a meal that contains one serving of whole grains, one serving of fruit, one serving of vegetables, and one of serving protein. Meals are designed with nutritional assistance of dieticians from Indiana University and Riley Children's Hospital, they are prepared in the Patachou restaurant kitchens. Currently 440 weekly meals directly serving children who attend the Community Schools. Students at TGNS and Brookside Elementary School receive meals two days per week, and students at Harshman Middle School receive meals three days per week.

Studies have shown that food insecurity impacts children's health, emotional

development, and educational attainment; therefore, there is no way educational outcomes can be improved without ensuring adequate nutrition (Binder & Berg, 2015). Additionally, it has been stated that food assistance through the school system may improve educational attainment. A recent article by Krey (2015), refers to the benefits of child nutrition programs in Texas, including afterschool and summer meal programs. Krey (2015) explains that these programs are necessary to curb the effects of food insecurity, together with public-private partnerships to maximize the efficiency and reach of these programs. By providing healthy meals to students at the Community Schools, food insecurity can be alleviated as community-wide efforts to address the food desert continue.

Food Explorers

In addition to providing afterschool meals, the Patachou Foundation also teaches students about healthy eating habits, exploring new tastes, manners at the table and, cooking skills through hands-on activities that run at afterschool programs through its Food Explorers program. The 12-week program designed in conjunction with certified teachers, chefs, dietians from Indiana University and Riley Children's Hospital are based on the "Get a Move on" model. This diabetes prevention model is centered on wellness, nutrition, and food education topics. The goals of the program include the reduction of sugary beverage consumption, an increase in vegetable/fruit intake during snacks, an increase in the proportion of a student's plate that is composed of fruits and vegetables during meals, eating more meals at home, understanding portion control, and eating breakfast every day.

Nutrition education helps students and their parents increase fruit and vegetable consumption, develop healthy eating habits, and eventually reduce health problems. The studies carried out to evaluate the effects of nutrition education programs on elementary school children

have provided strong to moderate evidence that these programs are effective. Frishman, Shelley, and Montgomery (2013) used a matched sample design to investigate the effects of nutrition education on the lifestyles of third-grade children and their parents with the program BASIC. The program encourages children to eat more fruits and vegetables as snacks and to be active. Results show that the program led to children's increased preferences toward fruits, vegetables, and low-fat milk products and parents' increased willingness to offer healthy foods to their children; stimulated children's desires to be physically active and parents' attentiveness toward children's physical activity. Children influenced how often their parents provided them with fruits and vegetables. Similarly, Windle (2014) conducted a small experiment to analyze the effects of a nutrition education intervention on inner city children. The intervention consisted of six classes during the three-month period. Each class lasted forty-five minutes and was comprised of a lecture, an activity, and a healthy snack. The activities included games and hands-on learning activities, and parents were encouraged to participate in the program through handouts and one class. Results show that the intervention (Recreate Your Plate) was successful in effectively introducing children to many nutrition-related concepts.

By providing nutritional education to children, the IEAZI will have begun to create healthy habits that support educational success and encourage healthy behaviors as well as a high quality of life throughout the lifespan.

Cooking Matters

The Indy Hunger Network has partnered with the YMCA and the Top Ten Coalition to teach cooking and nutrition education classes using the Cooking Matters curriculum developed by Share Our Strength. The Cooking Matters curriculum teaches parents to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Through

these classes, participants learn about good nutrition and get hands-on practice with cooking healthy meals. They also take home groceries each week to make a meal for their families. Participants also receive information how to cook healthy foods on a limited budget, and students practice purchasing the ingredients for a healthy recipe with a $10 gift card. Through interactive grocery store tours, cooking demonstrations, practical support, and culturally-relevant course material, the Cooking Matters program is able to give parents the tools they need to provide appropriate nutrition for their children on a budget.

Strong evidence supports the effectiveness of nutrition programs targeting adults like Cooking Matters. Prakash, Shilpa, and Prakash (2013) analyzed the impact of nutrition education of parents of preschool children and how it affected the quality of the packed school lunch parents prepared for their children. The educational intervention resulted in increased dietary diversity in the lunch boxes with increased presence of fruits and vegetables. Also, the post-test nutrition knowledge questionnaire showed an improvement in knowledge scores. Similarly, a randomized controlled trial of a community-based nutrition education program for low-income parents conducted by Dollahite, Pijai, Scott-Pierce, Parker, and Trochim (2014) found positive outcomes, with reported behavior changes retained at least two months. As compared to participants who did not receive the intervention, those who completed at least six of the eight sessions reported that behaviors significantly improved from pre- to post-education. Even in the context of the challenging food environment, program participants were be able to change their behavior and maintain that change after two months. Finally, the study conducted by Dickin, Hill, and Dollahite (2014) of an integrated nutrition and parenting education intervention for low-income parents provided moderate evidence that the program improved significantly for most behaviors, including adult fruit and vegetable intake; adult and child low-fat dairy and soda

intake; and child fast-food intake, activity, and screen time.

Local Food, Local Places Community Engagement

In partnership with the U.S. Environmental Protection Agency (EPA), the IEAZI will be holding a community workshop sponsored by the EPA's Local Food, Local Places program in Fall 2019. During this workshop, students, parents, and Community Schools community residents will have the opportunity to work with leaders to create an action plan that will utilize local foods as a strategy for community revitalization. This plan will build on the strengths present in the Near Eastside in order to overcome its challenges and will leverage local knowledge and resources to create new opportunities for collaboration and community building that increases access to affordable, healthy food while accelerating economic growth and neighborhood revitalization. The added knowledge and expertise of the EPA's workshop facilitators will add value in the form of technical assistance for a community embarking on a new collective impact project to create and implement strategies to address a food desert in a way that produces long-term prosperity for children and families. A response to community needs regarding nutrition that is in alignment with the Full-Service Community Schools program's strategies to engage families and communities around the creation of environments that are supportive of children's ability to succeed academically, this workshop will bring residents and families together to envision a future state in which all children and families have access to healthy, affordable, local foods as part of their residence in a livable community with a high quality of life.

WIC Programming

Indiana Women, Infants, Children (WIC) is a nutrition program that helps pregnant women, new mothers, infants, and children eat well and stay healthy. To this end, WIC provides

healthy foods designed to meet special nutrition needs, nutrition and health screening and assessment, nutrition education and counseling, breastfeeding support, and referrals to other Indiana health, family, and social services. Upon application, families receive a personalized nutrition assessment to assess the fit of the program to the family. In addition, families are eligible to receive WIC services until the children reach the age of five.

As an IEAZI Full-Service Community Schools consortium member, Indiana WIC will provide services at JBNC for families of students attending the Community Schools who have children under age five in the home. These services will strengthen families and will protect the health of families with young children by providing important supplemental nutrition and information at a critical state in children's development. Over four decades, researchers have investigated WIC's effects on key measures of child health such as birth weight, infant mortality, diet quality and nutrient intake, initiation and duration of breastfeeding, cognitive development and learning, immunization, use of health services, and childhood anemia. Two comprehensive reviews of the research literature catalogued the findings on WIC's effectiveness through 2010, and taken as a whole, the evidence demonstrates WIC's effectiveness. For instance, evidence shows that: 1) women who participate in WIC give birth to healthier babies who are more likely to survive infancy, 2) WIC supports more nutritious diets and better infant feeding practices, 3) low-income children participating in WIC are just as likely to be immunized as more affluent children and are more likely to receive preventive medical care than other low-income children, and 4) children whose mothers participated in WIC while pregnant scored higher on assessments of mental development at age 2 than similar children whose mothers did not participate, and they later performed better on reading assessments while in school (Carlson & Neuberger, 2017).

Expanded Family Needs Assessments

As part of its implementation of the Full-Service Community Schools program, the IEAZI Management Consortium has committed to ongoing program improvement and to learning from the outcomes of all strategies implemented. One such strategy is the utilization of Family Needs Assessments, which has been deployed at TGNS. To date, 272 families (about 82% of all TGNS families) have completed Family Needs Assessments, which has provided invaluable information about how to better serve TGNS students and families. These assessments show whether a family is thriving, self-sufficient, stable, vulnerable, or in crisis across a number of indicators. The self-sufficiency matrix is an assessment and outcome measurement tool based on the federal outcomes standard ROMA (Results Oriented Management and Accountability). This impact measurement tool has 25 individual scales, each measuring observable change in some aspect of self-sufficiency. As a result of these assessments, TGNS is aware that 77% of its assessed families are vulnerable or in crisis related to adult education levels, 73% of its assessed families are vulnerable or in crisis related to income, 38% of its assessed families are vulnerable or in crisis related to employment, and 32% of its assessed families are vulnerable or in crisis related to healthcare. Other indicators assessed include nutrition, transportation, child care, social support, family interaction, utilities, and housing. With these results, TGNS staff and partners have begun working with families to improve their situations so that they have greater capacity to support student learning.

In partnership with the JBNC Family Services Department, the IEAZI will expand its annual Family Needs Assessments conducted at TGNS to the other two Community Schools to identify additional family health needs, any of which could impact student performance at school if unaddressed. By assessing all families, Community School staff and administrators will ensure

they have the opportunity to discuss family needs with every parent who enters their doors and to connect families with appropriate services to meet those needs, whether they be limited to afterschool care or whether they range from basic needs assistance to the development of college and career plans for every member of the household. With the results of these assessments, the Community Schools will be able to increase the utilization of their respective Parent Centers and to expand the services offered as needed. In addition, teachers, staff, administrators, Family Navigators, and service providers will be able to work together with families, wrapping around them to ensure that identified needs are met.

As a result of the programming described above, Community School students and families and students and families participating in OST programming will increase their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health and will have the support of a wide community in creating lifestyles that support learning and achievement.

The Impact of the Provision of On-Site Mental Health Treatment for Students (Impact 1) and Families (Impact 2) at the Community Schools

The Family Counseling Program provided by Families First provides individual, couple, and family counseling services to address a wide range of problems including marital conflict, parent-child conflict, child abuse and neglect, loss and grief, personal adjustment difficulties, life transition challenges, trauma recovery, and a variety of interpersonal problems. Services are offered from a strength-based perspective, and a family-focused approach is utilized to help children and adults learn better ways of dealing with the stresses of everyday life and to strengthen their family and social relationships. Attention is given to the effect of family history, culture, attitudes, experiences, and resources related to the functioning of the client and the situation that brought them to seek care. Utilizing a solution-focused approach, Masters level

social workers and therapists provide counseling services with an eclectic approach.

The goal of the counseling program is to help clients achieve family relationships conducive to the fulfillment of individual potential and realization of responsibility to other family members, community, and the larger society; advocate for the protection and nourishment of family life; and prevent family and individual dysfunction and breakdown. Families First has a special commitment to providing services for families involved in alcohol or substance abuse, child abuse or neglect, violence against spouses, and other forms of domestic violence or exploitation. The organization maintains a limited financial assistance program to assist people as part of a long-term plan for self-support or subsistence provided through governmental agencies and programs.

Families First utilizes evidenced-based techniques such MI and CBT while working with clients to overcome barriers. Carroll et al. (2006) concluded that community-based clinicians can effectively implement MI when provided training and supervision, and that integrating MI techniques in the earliest phases of treatment may have positive effects on retention early in the course of treatment. Similarly, the meta-analysis of Rubak, Sandbæk, Lauritzen, and Christensen (2005) concluded that MI outperforms traditional advice giving in the treatment of a broad range of behavioral problems and diseases. Evidence supporting CBT, in turn, complies with SAMHSA's National Registry of Evidenced-based Programs and Practices. Additionally, reviews of randomized trials indicate that CBT is efficacious for adult anxiety disorders (Hofmann & Smits, 2008) and is highly effective for adult unipolar depression, adolescent unipolar depression, generalized anxiety disorder, panic disorder with or without agoraphobia, social phobia, PTSD, and childhood depressive and anxiety disorders (Butler, Chapman, Forman, & Beck, 2006). Finally, where trauma intervention is concerned, Jensen et.al. (2013) found that

trauma-focused CBT is effective in treating traumatized youth in community mental health clinics, decreasing trauma of vulnerable children at high risk for experiencing trauma and related psychosocial problems (Murray et al., 2015), and enhancing attachment quality among students and parents where there is a high risk for maltreatment (Bernard et al., 2012).

Through providing on-site mental health treatment that includes comprehensive biopsychosocial assessments and trauma-focused CBT among other treatment options, students and families will have access to the resources needed to overcome any mental health problems as they arise. These services, and any referrals for any services not able to be provided on-site, will serve to stabilize students and families so that they can overcome any biopsychosocial problems in order to excel in school and throughout their lives.

The Impact of the Provision of On-Site Primary Care Services for Students (Impact 1) and Families (Impact 2) at the Community Schools

Since 1968, HealthNet has improved the health status of Indianapolis' inner-city neighborhoods by making quality health services accessible to everyone. Through 150 licensed providers, HealthNet annually provides affordable health care to more than 59,286 individuals, 65% of whom are Medicaid recipients. As Indiana's largest federally qualified health center, HealthNet has a network of nine (9) primary care health centers, one (1) OB/GYN care center, one (1) pediatric and adolescent care center, one (1) maternal fetal medicine center, five (5) dental clinics, seven (7) school-based clinics, a homeless program with eight (8) shelter clinics, and additional support services.

As an IEAZI Full-Service Community Schools partner, HealthNet will provide services for students and parents at school-based clinics at the three Community Schools and will establish a referral system for primary care services that cannot be provided on-site at the schools. These school-based clinics are expected to serve 1,052 students and families per year

and will provide comprehensive health services, ranging from family medicine to pediatrics, dental care, women's health, immunizations, health and nutrition education, lab services, asthma management, diabetes management, heart disease management, vision care, and enrollment in Medicaid/Children's Health Insurance Program.

Evidence shows that in general, community-based care centers improve access to care and residents' knowledge and behavior (Zuvekas, Nolan, Tumaylle, & Griffin, 1999; Skellie & Coan, 1980). In addition, Cooley, McAllister, Sherrieb, and Kuhlthau (2009) studied facilities as part of a randomized controlled trial and found strong primary care medical homes less likely to hospitalize children with common chronic conditions, and strong management and coordination of chronic-conditions reduce hospitalization and ER visits. In addition, a literature review conducted by Starfield and Shi (2004) showed that medical homes provide better, more efficient and more equitable care. These centers were found to support societal needs (Rosenthal, 2008), and improved health outcomes in children with special health needs (Homer et al., 2008). By providing access to these services on-site at the Community Schools, the IEAZI will be able to ensure that every Community School student has a medical home, and that students and families have access to primary care services supporting their health and well-being.

Impact of the development and implementation of a culture promoting systems and policy change among IEAZI partners using the Community School Systems Standards created by the Institute for Educational Leadership, which include Collaborative Leadership and Strategic Capacity, Strategic, and Accountable Community Partnerships, Community and Family Engagement, Data Use and Results, Communications, Supportive Policy, and Sustainable Financing and Resource Development.

Impact 1: By September 30th, 2024, a culture promoting systems and policy change will be established to support the implementation and evaluation of the Full-Service Community Schools program at the schools.

The Impact of the Completion of Planning for the Next Year of the IEAZI's Full-Service Community Schools Program

Each year, the Program Management Team will finalize a plan for the implementation of the next year of the Full-Service Community Schools program in collaboration with the IEAZI Management Consortium. This plan will be the instrument through which strong Community Schools are created using the Community School Systems Standards created by the Institute for Educational Leadership. Combined with the IEAZI's two-generation education model, these standards will create a common culture that encourages systems and policy change among IEAZI Community Schools, service providers, and program participants. As such, each year of Full-Service Community Schools planning will focus on how the various groups empowered through this program can collaborate to address:

Collaborative Leadership and Strategic Capacity: Collaborative Leadership and Strategic Capacity nurtures shared leadership and accountability for the success of students, schools, and the Full-Service Community Schools program; facilitates the coordination of local, state, community, school district, and other systems-level resources; incorporates assets; and responds to needs in planning for aligned and integrated service delivery.

Strategic and Accountable Community Partnerships: Strategic and Accountable Community Partnerships contribute to improved results for students and families, facilitate collaboration between the school and community in staffing and programming, and increases the capacity of the Full-Service Community Schools program to produce these results.

Community and Family Engagement: Strong community and family engagement increases the resources and relationships available to enable learning and gathers and galvanizes community and neighborhoods resources.

Data Use and Results: Effective data use and results guides Full-Service Community

Schools partners in decision-making, with continuous improvement based on data and results deepening the impact of the Community Schools program.

Communications: Effective communications raises the visibility and understanding of the Community Schools strategy, which places schools at the center of a well-functioning community and students and families at the center of community programming. Communication is also a key factor in sustaining the Full-Service Community Schools program.

Supportive Policy: Supportive policy strengthens, expands, and deepens Community Schools across and within organizations; efforts to advocate for supportive policy unite and empower students, families, and leaders in creating stronger communities and breaking down systemic barriers to success.

Sustainable Financing and Resource Development: Sustainable Financing and Resource Development diversifies funding, sustains and grows Community Schools, and supports the coordination of the Full-Service Community Schools program.

The Impact of the Establishment and Regular Convening of the IEAZI Management Consortium and Program Management Team

By October 2019, a twenty-five member Management Consortium will be established that will be composed of top leadership from the Community Schools and service providers. This team will meet monthly to ensure that an ongoing system of collaboration is being implemented in service to the Full-Service Community Schools program. This team unite all program staff and service providers around the IEAZI's two-generation education model. The IEAZI two-generation education model focuses on creating opportunities for and addressing needs of both children and parents simultaneously using a whole-family approach in which services are targeted toward children and adults in order to bolster household outcomes. As such, outcomes for both students and parents are tracked, and services addressing the five components of the two generation

approach are provided throughout the Services Pipeline, including early childhood education and development programming, postsecondary education and employment pathways for adults, health and well-being programming for both generations, opportunities to develop economic assets that will serve the whole household, and opportunities to develop social capital (Aspen, 2019).

Supporting the IEAZI's two-generation education model are its Theories of Change and Action. The IEAZI Theory of Change relies on a whole-family and whole-systems approach. The whole-family approach is based upon a two-generational model where services are integrated for children and their families throughout a comprehensive, coordinated, cradle-to-career Services Pipeline. Children and families thrive when they are healthy and have access to exceptional educational opportunities for all members, strong economic supports, and deep networks of social capital. The whole-systems approach is based upon the principles of asset-based community development. Communities become agents of transformation and places of vibrancy when residents define their vision, build their capacity and address changes holistically within their community and the systems in which they interact.

The IEAZI Theory of Action, which is a shift in thinking, planning, and implementation of educational and family supports to improve opportunities for children attending Community Schools and residing in Community School communities. Using the results of regular needs assessments and segmentation analyses and building upon the ideas presented during resident-led dialogues in the community, the IEAZI will guide children and their families along a pathway of educational success and out of poverty. Results-driven, evidence-based programs, referred to as Pipeline Services, are arranged along the Services Pipeline described in the Theory of Change, and two-generation supports will offer students and families increased opportunities for social mobility. IEAZI programs are integrated to offer multiple points of entry to the Services Pipeline

that provides access to a myriad of programs and supports for the current educational system. Through student and family engagement in IEAZI programs and governance, residents of the Community School communities will work together to develop a neighborhood environment and promote systems change to support this pathway out of poverty.

Through the IEAZI Full-Service Community Schools program, organizational teams will be established in the form of leadership, management, educator, partner, and parent and community teams that will build capacity for the implementation of this program and other programs like it in the future and that will enhance the sustainability of the program by providing needed human resources dedicated to and organized around its operation now and in the future. These teams will work collectively not just to implement programming and develop their skills to better serve students and families but also to continuously implement a culture promoting systems and policy chance and continuous progress related to the objectives and outcomes of this proposal for a period of time extending beyond the grant period. As such, each of these groups will grow in leadership, capacity, and ability to collaborate as part of a cross-sector team over time. In particular, the Management Consortium and Program Management Team will work together with partners, Community School leaders, and others to develop and implement detailed sustainability plans utilizing their own resources while building additional resources to continue the programming described within this proposal and eventually expand it to additional school sites.

The Impact of the Finalization of the IEAZI's Evaluation Plan

In the first year of the IEAZI's Full-Service Community Schools program, the Management Consortium, Program Management Team, and external evaluator will finalize the program's evaluation, consistent with what evaluation methods, structures, and instruments described in the Quality of Project Evaluation section by January 2020. The finalization of the

evaluation will include a full review of the performance measures for the program as well as the complete development of the assessment tools for each measure. In accordance with these activities, the evaluation team will assist the Community Schools and service providers with planning for how to effectively collect and utilize student and family data to improve instruction and service delivery and identify any unmet needs that require addressing. This capacity building among Community School staff and service providers will build the program's collective capacity to achieve results and report upon these results over time, contributing to the program's sustainability and success.

The IEAZI selected interventions addressing the whole child and the whole-family and then organized these services to create a coordinated and integrated Services Pipeline without gaps in services, time, or resources. Supported by strong evidence and implemented by service providers with a high capacity to deliver results, the Services Pipeline presented has a high likelihood in impacting student academic success with support from engaged families and communities and an aligned program focused on outcomes.

Collaboration of Appropriate Partners

To maximize the effectiveness of the services to be provided through the IEAZI's Full-Service Community Schools program, the IEAZI has aligned each partner with its relevant pipeline services, as shown in the table below.

Table 7: Partners Providing Pipeline Services to Address Objectives

Objectives	Pipeline Services Addressing Objectives	Partners Providing Services
Objective A-1: By September 30th,	Update of the IFF assessment of early childhood education for the Near	John Boner Neighborhood Centers

2024, 70% of students from East 10th Street Children & Youth Center, Daystar, and TGNS pre-K programs who are entering kindergarten will be ready to succeed and satisfactorily complete the academic requirements of kindergarten.	Eastside neighborhood	
	Provision of technical assistance to early childhood education providers as they work to advance along the PTQ rating system.	John Boner Neighborhood Centers
	Provision of professional development and follow-up coaching to IEAZI early childhood instructors and staff.	John Boner Neighborhood Centers
	Provision of a training and placement program for CDAs through the CFW postsecondary pathway offerings.	John Boner Neighborhood Centers
Objective A-2: By September 30th, 2024, 65% of students at each of the three Community Schools will exhibit improved academic achievement to the extent that they will	Contracting with a consultant to provide professional development to IEAZI Community School teachers and OST providers/instructors. Professional development will address the IEAZI model, the Five Essential Components for School Success, and the implementation of high-quality in-school and OST programs.	John Boner Neighborhood Centers

perform at grade level in ELA and Mathematics as demonstrated by ISTEP+ ELA and Mathematics exams.	Provision of high-quality, evidence-based teaching and learning experiences in school that are in alignment with the IEAZI model and the Five Essential Components of School Success to improve student achievement in ELA and Mathematics.	Indianapolis Public Schools
	Provision of high-quality, evidence-based OST services through the EDGE Afterschool and Summer Programs to improve achievement in ELA and Mathematics.	John Boner Neighborhood Centers
Objective A-3: By September 30th, 2023, 85% of students at each of the three Community Schools will successfully advance from second to third grade, from	Provision of parent workshops on literacy and social-emotional development to support the Pre-K to elementary school transition.	John Boner Neighborhood Centers
	Provision of field trips to kindergarten, enrollment day activities, and a KinderCamp to support the Pre-K to elementary school transition.	John Boner Neighborhood Centers
	Provision of OST time monthly workshops on coping with new	John Boner Neighborhood Centers

elementary to middle school, and from high school to college and career.	academic and social expectations to support the transition from elementary to middle school and the transition from middle school to high school.	
	Provision of events to engage families in supporting transitioning students.	John Boner Neighborhood Centers
	Provision of an open house, school counselor introduction, and tours of Harshman Middle School to support the transition from elementary to middle school	John Boner Neighborhood Centers
	Provision of a high school information night, school counselor introduction, and tours of ATHS to support the transition from middle school to high school.	John Boner Neighborhood Centers
	Coordination to connect students with the Future Centers program to support their transition from middle school to high school and from high school to college and career.	John Boner Neighborhood Centers Indianapolis Public Schools
	Provision of services through the Future	Indianapolis Public

	Centers program to support the transition from high school to college and career.	Schools
	Implementation of an early warning system to serve students and families at the Community Schools.	John Boner Neighborhood Centers Indianapolis Public Schools
Objective B-1: By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will increase their financial and social stability as a result of having participated in supportive programming.	Provision of financial, employment, and career coaching services, access to public benefits and emergency financial resources, High School Equivalency and Adult Basic Education, postsecondary pathway offerings, and opportunities to build social capital through the CWF to parents of students attending the three Community Schools both on-site at the Community Schools and at the CWF location to improve their financial stability and social capital.	John Boner Neighborhood Centers
Objective B-2: By September 30th,	Provision of weekly activities to engage parents in their children's educations.	John Boner Neighborhood Centers

2024, 90% of families whose children attend each of the three Community Schools will exhibit high levels of engagement in student learning as a result of having participated in family and community engagement programming.	Provision of parent training workshops to train parents to support ELA and Mathematics achievement in the home.	John Boner Neighborhood Centers
	Provision of parent training workshops in English and Spanish to train parents to support their children's physical, mental, and emotional developmental needs at various child age ranges.	Families First of Indiana
	Provision of monthly Parent CAFÉs for parents and their children.	John Boner Neighborhood Centers
	Provision of at least two rounds of Parent CAFÉs per year for parents and their children.	Families First of Indiana
	Provision of community engagement and leadership opportunities.	John Boner Neighborhood Centers
Objective C-1 & C-2: By September 30th, 2024, 80% of students and the parents of these students from each of the three Community	Support for the creation of Responsive Classrooms and for the provision of SEL instruction during the school day.	Indianapolis Public Schools
	Provision of the NEEA program to children in IEAZI early childhood and elementary school classrooms.	John Boner Neighborhood Centers
	Provision of training and technical	Playworks

Schools will have increased their social, health, nutritional, and mental health in alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health, at a rate of achievement greater than in comparison schools.	assistance to school and OST program staff on student social-emotional and physical health.	
	Provision of professional development to Community School personnel, program staff, and service providers so that they may learn to recognize and respond to student and family mental health issues.	Families First of Indiana
	Creation of a School Based Health Center at each of the three Community Schools to offer primary, preventive and educational health services for students enrolled as well as evaluations and needed referrals for additional services. In addition, provision of referrals as needed to the People's Health Center, a community-based, comprehensive primary care health center located in the Near Eastside neighborhood and serving Medicaid recipients.	HealthNet

	Provide on-site mental health services at the Community Schools, including comprehensive biopsychosocial assessments and trauma treatment to students and families along with referrals for any services not able to be provided on-site.	Families First of Indiana
	Provision of the Playworks program to students during in-school hours at the three Community Schools.	Playworks
	Provision of the CBSG program during the EDGE Afterschool program at the three Community Schools.	John Boner Neighborhood Centers
	Provision of parent training workshops to Community School families with young children on safe sleep practices and how to recognize and respond to infant needs along with equipment such as cribs, blankets, and other materials.	John Boner Neighborhood Centers
	Provision of home visitation services through the Healthy Families Marion program.	HealthNet

	Provision of The Real Meals for Kids program at the Community Schools each week.	Patachou Foundation
	Provision of nutritional education on-site at the Community Schools through the 12-week Food Explorers program.	Patachou Foundation
	Provision of nutritional education and fresh, healthy food on-site at the Community Schools and Boner Fitness & Learning Center through the Cooking Matters program.	Indy Hunger Network
	Provision of food, nutrition counseling, and access to services under the SNAP program for women, infants, and children at the John H. Boner Community Center.	Indiana WIC
	Expansion of Family Needs assessments to all three Community Schools.	John Boner Neighborhood Centers

In addition, the IEAZI will create peer learning groups for all service providers, which will allow IEAZI staff, school staff, and service providers to come together to reflect upon their experiences and build plans to create increasingly robust Community Schools. These groups will take lessons learned from the implementation of programming and the Community Schools model to define the systems changes necessary to create schools that function as hubs for the

community and serve as supportive environments that foster maximal student and family success. These groups will also serve as a way to empower staff and practitioners to lead as advocates, using different tools to create stronger Community Schools and demonstrating collective leadership across the Community School sites. Finally, these groups will work to align resources and strategies, launch initiatives, reflect upon what is and is not working, and define the changes needed to support success at the school sites. As a result of this interaction, staff and practitioners will be able to organize around their plans for stronger schools at the center of stronger communities. To this end, peer learning groups will convene in-person quarterly at each Community School under the leadership of the Partner Engagement Work Group and with support from the Center for Working Families Manager (CWFM). In addition, the Program Management Team and Management Consortium will meet quarterly for two hours to review the reports described on pg. 195, which include evaluation results concerning partner performance and programming effectiveness. During these meetings, the Program Management Team and Management Consortium will consider how partner collaboration within and across pipeline services could be improved.

To further strengthen the capacity of this collaboration, the IEAZI has ensured that all partners are thoroughly aligned around the IEAZI Theories of Change and Action. In preparation for this proposal, the IEAZI conducted an intensive review of partners and reviewed over 120 potential partners to identify those that deeply align with and are already operating in accordance with the IEAZI Theories of Change and Action, meet identified community needs, implement evidence-based practices, and achieve significant results. In an effort to assess alignment, the IEAZI considered and evaluated the following partner attributes and capacities through partner interviews and the collection and review of partner documentation:

- Willingness to be responsive to regular needs assessments

- Commitment to implementing initiatives arising from resident-led dialogue

- Commitment to implementing results-driven, effective evidence-based programs

- Capacity to implement a "whole-family" approach including two-generation supports

- Capacity to implement a "whole-system" approach including alignment with asset-based, resident-led, comprehensive community development initiatives

- Ability to foster an organizational culture open and responsive to change instigated by needs, attainment of results, and resident voice

The IEAZI will continue to assess these attributes and capacities of new and existing partners as part of its process to improve measurable outcomes over time while providing capacity-building opportunities to fully embody the IEAZI Theories of Change and Action.

The Full-Service Community Schools program calls for solutions to maximize the use of existing resources while positioning partners to align and coordinate service delivery. The IEAZI selected solutions and partners in order to accomplish these ends and to ensure the design of the most effective and cohesive cradle-to-career Services Pipeline possible. The chart on pg 149 shows that the partners selected have been implementing community-based programming for a combined total of over 100 years in the Community School communities; this programming encompasses a variety of academic, social, and other services providing wraparound support for families and has been proven over time to successfully support students and families as they work to meet their goals. Through the collaboration described above, these partners will utilize local, state, and federal resources to maximize the effectiveness of the services to be provided. It is through the mobilization of the collective assets of these service providers that the implementation of the IEAZI's Full-Service Community Schools program is possible.

ADEQUACY OF RESOURCES

Relevance and Commitment of Partners

A core strength of the IEAZI is its aligned partnerships, which are the outcome of many years of collaborative work by community partners organized within a collective impact strategy. This work has been catalyzed by local leadership, embraced by public and private partners, and supported with local, state, and federal resources and has resulted in several assets that can be leveraged for the IEAZI's Full-Service Community Schools program.

The structure for this collective impact work has been grounded in community engagement. Through engagement of the community in quarterly Neighborhood Summits, periodic topical summits, Promise Zone and QLP committee work, Board of Directors service, and Dinner and Dialogue sessions, the IEAZI has worked with residents and families to identify community priorities; develop a culture of empowerment, ownership, and collaboration; and create intentional processes with a high level of buy-in to organize collective impact work. As this work has evolved, each phase has established the groundwork for the next by engaging broader audiences, designing more integrated programs, braiding diversified resources, and deepening partnerships in a cycle of increasing growth that supports the current phase's implementation and builds strength for the next phase. With support from the Full-Service Community Schools program, this expanding system will not only accelerate in growth but will also be able to institutionalize itself into a data-driven collective impact program managed with results-based accountability.

Various partners and types of partners have been involved in the planning process for the IEAZI Full-Service Community Schools program and were brought together originally as part of the IndyEast QLP. As a result of this planning process, the IEAZI collaborative

partnership owned a large share of the responsibility for implementing 150 objectives set by the community to improve the Near Eastside neighborhood, many of which are responsible for the launch of related initiatives, including the IndyEast Promise Zone and TGNS. Awarded in 2015, the IndyEast Promise Zone designation provides additional structure for the IEAZI's collective impact work. In particular, the Learn IndyEast committee's work has been an instrumental role in guiding the creation of TGNS. In addition, the Learn IndyEast committee plays an active role in the Great Families 2020 initiative and has been influential in the decision to apply for Full-Service Community Schools funding. Together, the variety of place-based programs and initiatives implemented by IEAZI demonstrates these partners' ability to work together to accomplish shared objectives and to build upon demonstrated success to increase impact over time. These well-aligned partnerships and accountability will be central to the success of the Full-Service Community Schools program.

The IEAZI vision is that of a vibrant neighborhood with resilient families and thriving children. The IEAZI's vision is supported by strong Theories of Change and Action, described on page 134, to provide a shared framework for implementing this important effort. Each partner has affirmed and agreed to align their work around this shared framework and to provide strong Pipeline Services within the context of broader community development efforts addressed by IEAZI through the IndyEast Promise Zone. In addition, each partner has agreed, per the MOUs signed, to integrate data-driven service delivery to achieve shared goals and to unify the work occurring as part of this program.

The IEAZI Full-Service Community Schools program partners provide a variety of services and have pledged and committed resources to the successful implementation of the IEAZI in addition to aligning with the IEAZI Vision, Theories of Change and Action, and the

seven guiding principles in the Community School work. The relevance and commitment of each partner is described in the table below. As shown, each partner has the relevant experience and expertise to deliver the services to which they are committed with a high degree of effectiveness, quality, and fidelity to the IEAZI model.

Table 8: Partner Relevance and Commitment

Partner	Relevance	Commitment
John Boner Neighborhood Centers	The John Boner Neighborhood Centers is a local nonprofit community center that inspires neighbors and partners to improve the quality of life on the Near Eastside by providing tools for change and growth. Since 1971, the organization has provided services that address neighborhood needs for child, adult, and senior well-being and community development. JBNC has relevant experience and expertise in providing staffing and resources in alignment with the related activities described in the Commitment column of this table.	1. Provide technical support through the Great Families 2020 initiative, including technical assistance to early childhood education centers as they progress through the PTQ rating system and professional development and follow-up coaching for early childhood education instructors and staff. (Goal A, Objective A-1) 2. Provide a training and placement program for CDAs through the CWF postsecondary pathway offerings. (Goal A, Objective A-1)

		3. Provide leadership for the update of the IFF report documenting early childhood education needs on the Near Eastside. (Goal A, Objective A-1)
		4. Provide high-quality, evidence-based OST services through the EDGE Afterschool and Summer Programs to improve achievement in ELA and Mathematics. (Goal A, Objective A-2)
		5. Contract with a consultant to provide professional development services for teachers and OST instructors on the IEAZI model, the Five Essential Components for School Success, and the implementation of high-

		quality in-school and OST programs. (Goal A, Objective A-2)
		6. Provide parent workshops on literacy and social-emotional development to support the Pre-K to elementary school transition. (Goal A, Objective A-3)
		7. Provide OST monthly workshops on coping with new academic and social expectations to support the transition from elementary to middle school and the transition from middle school to high school. (Goal A, Objective A-3)
		8. Provide events to engage families in supporting transitioning students. (Goal A, Objective A-3)
		9. Provide field trips to

		kindergarten, enrollment day activities, and a KinderCamp to support the Pre-K to elementary school transition. (Goal A, Objective A-3)
		10. Provide an open house, school counselor introduction, and tours of Harshman Middle School to support the transition from elementary to middle school. (Goal A, Objective A-3)
		11. Provide a high school information night, school counselor introduction, and tours of ATHS to support the transition from middle school to high school. (Goal A, Objective A-3)
		12. Coordinate with IPS to connect students with the Future Centers program to support their transition from middle school to high school

		and from high school to college and career. (Goal A, Objective A-3)
		13. Work with IPS to implement an early warning system to serve students and families at the Community Schools. (Goal A, Objective A-3)
		14. Provide financial, employment, and career coaching service, access to public benefits and emergency financial resources, High School Equivalency and Adult Basic Education, postsecondary pathway offerings, and opportunities to build social capital through the CWF to parents of students attending the three Community Schools. Provide these services both on-site at

		the Community Schools and at the CWF location. (Goal B, Objective B-1)
		15. Provide weekly activities to engage parents in their children's educations. (Goal B, Objective B-2)
		16. Provide parent training workshops to train parents to support ELA and Mathematics achievement in the home. (Goal B, Objective B-2)
		17. Provide monthly Parent CAFÉs for parents and their children. (Goal B, Objective B-2)
		18. Provide community engagement and leadership opportunities. (Goal B, Objective B-2)
		19. Provide the NEEA program to children in IEAZI

		early childhood and school-age classrooms. (Goal C, Objective C-1)
		20. Provide parent training workshops on safe sleep practices and how to recognize and respond to infant needs. (Goal C, Objective C-1)
		21. Provide equipment and education to local childcare centers to promote safe sleep practices including cribs, blankets, and other materials. (Goal C, Objective C-1)
		22. Provide the CBSG program during the EDGE Afterschool program at the three Community Schools. (Goal C, Objective C-1)
		23. Expand Family Needs Assessments to all three Community Schools. (Goal C, Objective C-1 and C-2)

		24. As lead applicant, be the lead organization with responsibility for implementing a culture to promote policy and systems change. (Goal D, Objective D-1)
Indianapolis Public Schools	The second largest public school district in Indiana and the city's largest Local Education Agency, IPS serves over 30,000 students and is committed to innovation and school choice. Further, IPS enables families to match school offerings to their children's needs by allowing schools to have a great deal of freedom over their own curricula and allowing families to choose where their children go to school. TGNS, a Community School, is an IPS Innovation School in which a community-led board operates the school under contract with IPS. Brookside Elementary School and Harshman Middle School are also IPS schools. IPS has relevant experience and expertise in providing staffing and resources in alignment with the related activities	1. Support the operation of TGNS as an Innovation Network School with an evidence-based curriculum and collaborate with the IEAZI on potential conversions of existing schools to innovation schools. (Goal 2, Objective A-2)
		2. Allow for the placement of Community School Coordinators, ACM, Family Navigators, and other supportive staff positions as needed in each of the Community Schools to strengthen the connections

	described in the Commitment column of this table.	between community partners and the schools and to coordinating school-day learning with IEAZI services. (Goal 2, Objective A-2)
		3. Provide high-quality, evidence-based teaching and learning experiences in school that are in alignment with the IEAZI model and the Five Essential Components of School Success to improve student achievement in ELA and Mathematics. (Goal A, Objective A-2)
		4. Coordinate with JBNC to connect students with the Future Centers program to support their transition from middle school to high school and from high school to college and career. (Goal A, Objective A-3)

		5. Provide services through the Future Centers program to support the transition from high school to college and career. (Goal A, Objective A-3)
		6. Work with JBNC to implement an early warning system to serve students and families at the Community Schools. (Goal A, Objective A-3)
		7. Support the creation of Responsive Classrooms and the provision of SEL instruction during the school day. (Goal C, Objective C-1)
		8. Provide space in facilities for service providers implementing teaching and learning experiences in school and during OST that are in alignment with the IEAZI model and the Five Essential

		Components of School Success. (Goal A, Objective A-2).
Playworks	Playworks is a local nonprofit organization that works to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. Founded in 1996, the organization has served Indianapolis residents since 2013, and provided services that leverage the power of safe, fun, and healthy play at school so that students may build valuable social and emotional skills and increase daily physical activity levels during in-school hours. Playworks has relevant experience and expertise in providing staffing and resources in alignment with the related activities described in the Commitment column of this table.	1. Provide the Playworks program to students during in-school hours at the three Community Schools. (Goal C, Objectives C-1) 2. Provide training and technical assistance to school and OST program staff on student social-emotional and physical health. (Goal C, Objectives C-1)
HealthNet	HealthNet is a nonprofit whose mission is to help people to be healthy, secure, and comfortable, and since 1968 has worked to make this mission a reality. HealthNet has relevant experience and expertise in providing	1. Provide referrals as needed to the People's Health Center, a community-based, comprehensive primary care health center located in the Near

	staffing and resources in alignment with the related activities described in the Commitment column of this table.	Eastside neighborhood and serving Medicaid recipients. (Goal C, Objective C-1 and C-2)
		2. Provide home visitation services through the Healthy Families Marion program. (Goal C, Objective C-1 & C-2)
		3. Create a School Based Health Center at each of the three Community Schools to offer primary, preventive and educational health services for students enrolled as well as evaluations and needed referrals for additional services. (Goal C, Objective C-1 & C-2)
Patachou Foundation	The Patachou Foundation is a local nonprofit organization that works to feed wholesome meals to food-insecure schoolchildren and teach them to create healthy habits. In late 1989, the first Patachou Inc. restaurant opened, and grew over the years to become	1. Provide The Real Meals for Kids program at the Community Schools a minimum of two days each week after school hours. (Goal C, Objective C-1)

	The Patachou Foundation in 2013. The organization has provided afterschool meals and nutritional education to students at the three Community Schools The Patachou Foundation has relevant experience and expertise in providing staffing and resources in alignment with the related activities described in the Commitment column of this table.	2. Provide nutritional education on-site at the Community Schools through the 12-week Food Explorers program. (Goal C, Objective C-1)
Indy Hunger Network	The Indy Hunger Network seeks to create a system that ensures anymore who is hungry can access the nutritious food they need. As a "collective impact" organization, they have demonstrated that working together can make a system more efficient and effective, dramatically reducing hunger. The Indy Hunger Network has looked at the food assistance system and believes strongly that there can be enough food for all, but only through collaboration across boundaries of public vs. private, faith-based vs. secular, non-profit vs. for-profit.	1. Provide nutritional education and fresh, healthy food on-site at the Community Schools and at the Boner Fitness & Learning Center through the Cooking Matters program (Goal C, Objective C-1 and C-2)
Indiana	Indiana WIC is dedicated to safeguarding the	1. Provide food, nutrition

WIC	health of low-income women, infants, and children up to age five who are at nutrition risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to healthcare. In 1975, WIC was established as a permanent Program by Legislation P.L. 94-105, and since the Indiana WIC has provided high-quality services to Indiana children and families. Indiana WIC has relevant experience and expertise in providing staffing and resources in alignment with the related activities described in the Commitment column of this table.	counseling, and access to services under the SNAP program for women, infants, and children at the John H. Boner Community Center. (Goal C, Objective C-1 and C-2) 2. Provide developmental screenings for children and referrals to necessary early intervention services to address milestones not being achieved. (Goal C, Objective C-1 and C-2)
Families First of Indiana	Families First is a local nonprofit organization that works to create healthier communities by strengthening families and individuals during life challenges and changes. For 180 years, the organization has provided services that support neighbors in their recovery from substance abuse, domestic violence, trauma, mental health challenges, parenthood, difficult relationships, and other transitions	1. Provide at least two rounds of Parent CAFÉs per year for parents and their children. (Goal B, Objective B-2)
		2. Provide parent education workshops in English and Spanish to train parents to support their children's physical, mental, and emotional

	toward greater health and wellness. Families First has relevant experience and expertise in providing staffing and resources in alignment with the related activities described in the Commitment column of this table.	developmental needs at various child age ranges. (Goal B, Objective B-2)
		3. Provide on-site mental health services at the Community Schools, including comprehensive biopsychosocial assessments and trauma treatment to students and families along with referrals for any services not able to be provided on-site. (Goal C, Objectives C-1 and C-2)
		4. Provide professional development to Community School personnel, program staff, and service providers so that they may learn to recognize and respond to student and family mental health issues. (Goal C, Objectives C-1 and C-2)

A wide variety of partners already contribute to the collective impact efforts underway, and a wide variety of organizations, leaders, residents, and families are engaged and actively collaborating toward a shared vision. This collaborative work has prepared JBNC and its partners for a Full-Service Community Schools award, as they have spent years working together to define a shared vision, create shared Theories of Change and Action, adopt a Community Schools model, build deep relationships, and establish infrastructures that organize the work to be done and expand the scale of its impact. This long history of collaboration and its institutionalization through the IndyEast Promise Zone and other initiatives provides the foundation upon which the IEAZI was built and will continue to grow. Upon the receipt of a Full-Service Community Schools award, this powerful system of partnership and action will be mobilized in order to achieve the outcomes defined in this proposal and to realize the shared vision of our neighbors, families, and partners.

Resources for the Project, Operating Model, Commitments from Partners and Support

The preponderance of work undertaken during the planning process of the IEAZI Full-Service Community Schools program has been less about funding and more about the difficult work of redefining and reforming systems, creating accountability, and structuring relationships to achieve authentic integration that is results-driven and based upon data. The IEAZI has boldly committed to a new vision for the Indianapolis community. While this type of work may start with the three Full-Service Community Schools in this proposal, the long-term concept is for a wider expansion of the Community Schools model. Understandably, it takes resources to achieve these goals and to bring the project to scale, but the work to redefine systems, build, and integrate structures is currently underway by local partners with a long-term vision, and the IEAZI has developed this model for long-term implementation.

Reasonableness of Costs

The Year One request for funding is $499,481.

Personnel: This category accounts for staff who will manage the project, provide community-school coordination, and serve as support service staff. The IEAZI allocated 45% for this category in the first year. In the first year, IEAZI staff members will have direct contact and conduct outreach to a total of 1,041 children, youth and adults, or 66% of the total number of families enrolled in the Community Schools. In Years Two through Five, IEAZI staff members will have direct contact and conduct outreach to a total of 1,562 children, youth and adults, or 100 percent of the total number of families enrolled in the Community Schools.

Infrastructure and Capacity: This category accounts for the needed infrastructure and support to implement the Full-Service Community Schools program and includes funding for the external evaluation. The IEAZI allocated 5% of Year One funding resources to this category, which constitutes an investment that is critical for the effective operations of the program.

Support for Pipeline Services Implementation: This category accounts for the contracting and support of new or existing services. The IEAZI allocated 15% of Year One funding resources to this category. More specifically, the resources allocated and the number of families served with those resources in Year One are included in the Table below.

Table 9: Full-Service Community Schools Budget for Contractual Services – Year One

IEAZI Goal	Dollars Allocated	# of people impacted
Goal A: Academic Achievement	$21,000	1,562
Goal B: Family and Community Engagement	$21,000	1,054
Goal C: Social, Physical, Nutritional, and Mental Health & Wellness	$21,000	1,562
Goal D: Systems & Policy Change Culture	$10,000	1,562

The IEAZI program design is intended to be a long-term engagement of children and families where the benefits of multiple interventions exponentially improve results over a longer period of time. However, even within the first two years, the IEAZI anticipates a number of impactful outcomes, including:

- Early childhood education opportunities will be created through the progression of IEAZI early childhood education centers along PTQ and the training and placement of 20 new CDAs in IEAZI early childhood classrooms.

- Early childhood educators will receive 30 hours per year of professional development, amounting to 60 hours per educator over the first two years of the grant.

- Early childhood students will increase their scores on the ISTAR-KR and DECA exams to levels demonstrating Kindergarten proficiency, and 63 students will enter kindergarten ready to learn.

- Teachers and OST instructors at the Community Schools will receive a minimum of 30 hours of professional development per year.

- Each Community School will show a 5% increase in student ISTEP+ scores in ELA and Mathematics.

- 115 students will successfully transition into Kindergarten; 150 students will successfully transition from 2nd to 3rd grade; 140 students will successfully transition from 6th grade to middle school; and, 270 students will successfully transition from 8th grade to high school.

- 878 families will receive services from the CWF sites including employment services, financial coaching, and access to public benefits, leading to improved net income, credit scores and/or net worth.

- 175 parents will receive their High School Equivalency or industry-recognized certification or credential in preparation for a career that provides a sustainable wage.

- 585 parents will receive parent training and will build a reliable social support network.

- 1,562 students will have established health insurance coverage with an additional 117 families accessing primary care services for their children.

- 292 families will access mental health services for their children.

- 527 more students will participate in at least 30 minutes of vigorous exercise daily, and 937 will demonstrate improved social-emotional learning behaviors.

- A collaborative culture promoting systems and policy change will be implemented to better align the work of the IEAZI's partners.

- A formative evaluation will be implemented, and an implementation evaluation will be in progress and will create the infrastructure that will allow for a high-quality quasi-experimental outcomes evaluation later in the course of the program's implementation.

- The infrastructure required to structure a program that is sustainable over the long-term will be established, with partners utilizing collective impact strategies to implement evidence-based programming, provide high-quality professional development, engage families and communities, ensure continuous program improvement, participate in rigorous evaluation, and secure funding.

The implementation of the Full-Service Community Schools program will result in highly impactful outcomes across the IEAZ. The level of investment required to produce

significant outcomes justifies the reasonableness of the cost of implementing the IEAZI's plan

and shows that remarkable results are possible when strategic investment is coordinated and

partners are held accountable. With the investment in Year One in direct project staff;

infrastructure, program evaluation and core capacity; and scaling and implementation of

Pipeline Services efforts as described above, the IEAZI will create a strong foundation for the

implementation of its transformational plan.

QUALITY OF MANAGEMENT PLAN

Adequacy to Achieve Objectives

The Full-Service Community Schools management plan has been in development by JBNC and other IEAZI partners over the past two years. Through the convening of various taskforces, teams, neighborhood residents, and partner groups, the management plan has been thoroughly vetted to dovetail with the program design and desired program outcomes. In addition, the management plan builds upon the execution of various agreements and commitments that JBNC and the rest of the IEAZI Management Consortium have secured over the course of this planning process, with defined teams overseeing the leadership, planning, management, coordination, and oversight of the IEAZI Full-Service Community Schools program. These teams include the Management Consortium, the Program Management Team, and associated task forces, as described below.

Program Management Teams

The Management Consortium is composed of the chief executives of JBNC, IPS district and school level administrators, Playworks, HealthNet, the Patachou Foundation, the Indy Hunger Network, Indiana WIC, and Families First, who will collectively provide overall leadership for the IEAZI Full-Service Community Schools program. The Management Consortium will be chaired by JBNC and will hold monthly meetings in order to oversee overall program implementation, set program policies, assess progress in meeting program objectives, assess the effectiveness of program strategies in reaching goals, assess the quality and effectiveness of pipeline services, assess the performance of staff and partners, and create strategies for resource acquisition and program sustainability. Also at these meetings, the Management Consortium will review program evaluation reports and recommendations from

the Program Management Team as well as make recommendations to staff and oversee the implementation of a culture that facilitates policy and systems change.

In their program management activities, the Management Consortium will focus on seven key areas which were developed utilizing the Community School Systems Standards created by the Institute for Educational Leadership: 1) Collaborative Leadership and Strategic Capacity, 2) Strategic and Accountable Community Partnerships, 3) Community and Family Engagement, 4) Data Use and Results, 5) Communications, 6) Supportive Policy, and 7) Sustainable Financing and Resource Development. Work in these areas will form the foundation of the IEAZI culture to facilitate policy and systems change that will ensure the successful implementation of the Full-Service Community Schools plan now and in the future. By collectively embracing these standards under a core culture defining success, JBNC and partners will be able to align staff, resources, and systems to support student and family achievement and well-being.

The Program Management Team, composed of staff members from the Consortium Partners and each Community School who are involved in the Full-Service Community Schools program on a daily basis, is responsible for the day-to-day management of the program and for coordination with partners, schools, and community residents. The Program Management Team will be chaired by the IEAZI Director and will hold biweekly meetings during Year 1, followed by monthly meetings in subsequent years, in order to monitor and coordinate program delivery by JBNC and other service providers; ensure alignment with the IEAZI Theories of Change and Action; and ensure the achievement of program goals and milestones occur on time and within budget. Further, the Program Management Team will oversee and hold weekly meetings with program staff; collaborate with the external evaluator to implement program evaluation activities; review program evaluation reports and formulate

recommendations for the Management Consortium; take action on recommendations received from the Management Consortium; and ensure continuous program improvement. Finally, the Program Management Team will prepare all annual reports to the U.S. Department of Education in partnership with the external evaluator, as well as activate and oversee several work groups:

A School Coordination Work Group will be organized at each Community School and will include the School Principal, the Community School Coordinator, the ACM, and representative teachers, service providers, parents, and students. This Work Group will meet biweekly during Year 1, followed by monthly meetings in subsequent years, to oversee the planning, development, implementation, and coordination of all Full-Service Community Schools program components occurring on-site at the Community Schools. In addition, this Work Group will communicate regularly with school leadership, staff, service providers, parents, and students about the program; oversee the recruitment and retention of students and families in site-based programming; ensure effective coordination for the joint utilization and management of school facilities for Full-Service Community Schools program activities; implement Family Needs Assessments; and collaborate with the evaluation team to collect data for program evaluations. This Work Group will deeply engage the JBNC Family Services team which meets on a weekly basis throughout the year. Representatives from the Work Group will attend the weekly JBNC Family Services team meetings to discuss current trends, needs, and resources to support the efforts of Full-Service Community Schools activities, allowing for reciprocal sharing of information and breaking down the silos of intra-agency communication.

The Partner Engagement Work Group will serve the three Community School sites and will include members of the Program Management Team and staff from the service providers

who participate in the program on a day-to-day basis. This Work Group will participate in biweekly meetings during Year 1, followed by monthly meetings in subsequent years, in order to organize partner engagement activities and peer learning groups. In addition, this Work Group will assist the Program Management Team in ensuring the alignment of all partners around Community Schools principles, the IEAZI two-generation model, the Five Essential Components for School Success, and the culture facilitating policy and systems change through regular education and discussion sessions about the implementation of these program components on a daily basis. The Partner Engagement Work Group will also assist in the review of Family Needs Assessment and student academic data to identify gaps, provide engagement recommendations, and strengthen the quality and quantity of programs offered on-site at each Community School.

The Family and Community Engagement Work Group will serve students, parents, and residents of the community and will include the Family Navigators and members of the Program Management Team and JBNC Community Development staff. This Work Group will meet monthly in order to mobilize and coordinate with a resident-led Community Advisory Board for the program, organize an annual Education Summit, and ensure participation by schools, partners, and families in other community events. In addition, this Work Group will serve as a platform for policy and systems change by providing a space for residents to collaborate, strategize, and pursue collective action in support of the Community Schools and other neighborhood priorities.

Program Management Activities

The Full-Service Community Schools management plan is built upon a framework in which staff, partners, and groups have defined responsibilities with clear timelines and

milestones. As IEAZI staff and partners jointly refine and annually implement a comprehensive management plan, they will ensure the designated objectives of the Full-Service Community Schools are met. In order to demonstrate the adequacy of the management plan to achieve the objectives of the proposed project, a summary of the plan's activities and milestones are included below.

Table 10: Management Chart to Ensure Objectives are Achieved

Objectives	Activities and Milestones	Timeline	Responsible Party
Key: Management Consortium (MC); Program Management Team (PMT); IEAZI Director (FSCSD); School Coordination Work Group (SCWG); Community School Coordinator (CSC); Academic Case Manager (ACM); Family Navigator (FN); Partner Engagement Work Group (PEWG); Family and Community Engagement Task Force (FCETF); Center for Working Families Manager (CWFM); Chief Data Officer (CDO); External Evaluator (EE)			
Objective A-1: By September 30th, 2024, 70% of students from East 10th Street Children & Youth Center, Daystar, and TGNS pre-K programs who are entering kindergarten will be	**Activity:** Update of the IFF assessment of early childhood education for the Near Eastside neighborhood. **Milestone:** An update to the assessment is prepared and includes the identification of remaining needs and service gaps for children birth to five years old, including gaps related to developmental screenings, family engagement, and home visitation.	Oct –Dec 2019	MC, PMT, FSCSD, EE
	Activity: Provision of technical assistance	Year 1:	MC, PMT,

ready to succeed and satisfactorily complete the academic requirements of kindergarten.	to early childhood education providers as they work to advance along the PTQ rating system. **Milestone:** Each classroom advances along the PTQ rating system by one level or maintains a current PTQ level 3.	Oct-May Years 2-5: Aug-May	FSCSD
	Activity: Provision of professional development and coaching to IEAZI early childhood instructors and staff. **Milestone:** Ten early educators participate in professional development sessions.	Year 1: Oct-May Years 2-5: Aug-May	MC, PMT, FSCSD
	Activity: Training and placement of CDAs in IEAZI early childhood classrooms. **Milestone:** Ten new CDAs will be trained and placed in high-quality Near Eastside early childhood education classrooms.	Year 1: Oct-May Years 2-5: Aug-May	MC, PMT, FSCSD
Objective A-2: By September 30th, 2024, 65% of students at each of the three Community Schools will exhibit	**Activity:** Provision of professional development to IEAZI Community School teachers and OST providers. **Milestone:** 135 Community School teachers and OST providers/instructors participate in 30 hours of professional	Year 1: Oct-May Years 2-5: Aug-May	PMT, FSCSD, SCWG, CSC, PEWG

improved academic achievement to the extent that they will perform at grade level in ELA and Mathematics as demonstrated by ISTEP+ ELA and Mathematics exams.	development.		
	Activity: Provision of high-quality, evidence-based teaching and learning opportunities in-school and through OST to improve student achievement in ELA and Mathematics. **Milestone:** 1,406 students participate in school-day programming, and 145 students participate in OST programming for 3 hours per day, 15 hours per week, for 35 weeks.	Year 1: Oct-May Years 2-5: Aug-May	MC, PMT, FSCSD, SCWG, CSC, PEWG
Objective A-3: By September 30th, 2023, 85% of students at each of the three Community Schools will successfully advance from second to third grade, from elementary to middle school, and	**Activity:** Implementation of the early warning system. **Milestone:** Early warning system is active and producing data on a real-time basis.	Oct 2019-Jan 2024	MC, PMT, FSCSD, SCWG, CSC, ACM, CDO, EE
	Activity: Implementation of transition pipeline services from Pre-K to elementary, from elementary to middle school, from middle to high school, and from high school to college and career. **Milestone:** In Years One and Two, students	July-June of each year with transition complete by June	PMT, FSCSD, SCWG, CSC, ACM, PEWG

from high school to college and career.	transition from level to level. In Years 3-5, 80% of high school students transition from high school to college and career.		
Objective B-1: By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will increase their financial and social stability as a result of having participated in supportive programming.	**Activity:** Provision of services to families through the CWF to improve their financial stability and social capital. **Milestone:** 878 families participate in CWF services, resulting in 878 families improving their incomes, 761 families improving their employment rates, and 1,054 families improving their social capital.	Oct 2019-Jan 2024	PMT, FSCSD, SCWG, CSC, FN, PEWG, CWFM
Objective B-2: By September 30th, 2024, 90% of families whose children attend each of the three Community Schools	**Activity:** Provision of services to families in the form of parent engagement events, parent training/workshops, and parent cafes to improve the family's ability to support student performance in ELA and Mathematics and to support student social-emotional, physical, and nutritional	Weekly parent events, monthly parent training worksho	PMT, FSCSD, SCWG, CSC, FN, PEWG

will exhibit high levels of engagement in student learning as a result of having participated in family and community engagement programming.	development. **Milestone:** 585 families participate in parent events, workshops, and cafes each year.	ps, and monthly parent cafes, all year each year	
	Activity: Provision of community engagement and leadership opportunities. **Milestone:** 1,054 families participate in community events and leadership opportunities each year.	Quarterly each year	MC, PMT, FSCSD, SCWG, CSC, FN, PEWG, FCETF
Objective C-1 & C-2: By September 30th, 2024, 80% of students and the parents of these students from each of the three Community Schools will have increased their social, health, nutritional, and mental health in	**Activity:** Provision of professional development and training and technical assistance to teachers at the Community Schools, OST providers, and other school and program staff in order to better serve students and families in meeting their social, physical, nutritional, and mental health needs. **Milestone:** 135 teachers and OST providers participate in 30 hours of professional development.	Year 1: Oct-May Years 2-5: Aug-May	PMT, FSCSD, SCWG, CSC, PEWG

alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health, at a rate of achievement greater than in comparison schools.	**Activity:** Provision of on-site primary care services and mental health treatment at the three Community Schools. **Milestone:** 409 students and families receive primary care and mental health services each year.	Year 1: Oct-May Years 2-5: Aug-May	PMT, FSCSD, SCWG, CSC
	Activity: Provision of programming and home visitation to enhance the social, physical, nutritional, and mental health and wellness of children and families. **Milestone:** 1,054 students and families participate in health and wellness programming each year.	Year 1: Oct-May Years 2-5: Aug-May	PMT, FSCSD, SCWG, CSC, FN, PEWG
Objective D-1: By September 30th, 2024, a culture promoting systems and policy change will be established to support the implementation and evaluation of the	**Activity:** Expansion of Family Needs assessments to all three Community Schools and planning for the next year of the IEAZI's Full-Service Community Schools program. **Milestone:** A revised plan is written and distributed to all program staff.	Oct-Dec 2019; June-Aug of each year	MC, PMT, FSCSD, SCWG, CSC, ACM,FN, PEWG, CWFM, CDO
	Activity: The establishment and regular	October	MC, PMT,

| Full-Service Community Schools program at the schools. | convening of the IEAZI Management Consortium and Program Management Team. **Milestone:** Monthly meetings are held. | 2019; then monthly each year | FSCSD, EE |
| | **Activity:** Finalization of the IEAZI's evaluation plan for implementation. **Milestone:** A revised evaluation is written and distributed to all program staff. | Oct 2019- Dec 2020 | MC, PMT, FSCSD, SCWG, CSC, ACM, PEWG, CDO EE |

Capacity of Lead Organization to Implement Program Management Structures

JBNC is widely regarded in Indiana as an exceptionally high-performing organization that has a highly evolved collaborative and collective impact practice built over years of successful efforts. With a long established and trusted board and staff leadership, JBNC is known for its effective stewardship of resources, management of complex opportunities, assessment and taking of informed risk, and a reputation for inclusion. JBNC has an extensive history of managing complex, multifaceted projects and programs. The collective impact strategy has been employed by the Center since the creation of the neighborhood's first QLP in 2007. The QLP has enabled the Center to leverage $154 million from 2008 through 2012 towards specific objectives. Since being designated a Promise Zone in 2015, the Center has worked with partners to secure an additional $120 million in federal resources to support the five core areas of the Promise Zone Plan including education efforts, housing redevelopment, job creation, business and economic

development and public safety. As such, JBNC is uniquely positioned, based upon the strong collaborations built upon these efforts, to leverage local, state, and federal partners towards the successful implementation of the management plan.

In addition to competence in raising financial resources, JBNC has developed extensive expertise in managing change, adapting, and responding to opportunities, threats, and challenges in a dynamic environment. So extensive is this expertise that JBNC is widely recognized as an atypically high-performing organization that consistently meets or exceeds results on a consistent basis. In addition, as demonstrated with the federal designation as a Promise Zone, key city-wide stakeholders had absolute confidence in the ability of JBNC to manage a ten year plan, create a collective management/impact structure, and adjust strategies on multiple fronts to achieve community-wide improvements for the quality of life of neighborhood residents. At the time of the designation, JBNC was the **only neighborhood-based organization** to be the lead organization for a Promise Zone, whereas in almost all urban areas the lead organization was the Mayor's Office, City government, or another governmental entity. As part of the Promise Zone, JBNC in partnership with PPI is already measuring population-level indicators related to poverty, economic conditions, income, and employment for residents of the Zone.

JBNC has the expertise of a large systems partner but maintains the flexibility, nimbleness, and grounding within the asset-based, resident-led community organizing framework of a community-based organization. In this role of convener, JBNC has implemented collective impact strategies successfully at the neighborhood, community-wide, and city-wide levels over the past ten years, making it aptly prepared, ready, and able to create change in the lives of children and families through this funding opportunity.

Capacity of All Partners to Achieve Results On-Time and On-Budget

Overall, with the implementation of a robust governance structure for strategic management of the IEAZI Full-Service Community Schools program, the Management Consortium will ensure that its leadership results in a program that overcomes barriers to achieve results and its stewardship results in a high-impact usage of resources. Through the skilled coordination of services and programming, the diligent work of highly-qualified staff, and the use of data-driven decision making for continuous program improvement, the IEAZI Full-Service Community Schools program will achieve results on-time and on-budget while simultaneously aligning partners and stakeholders, mobilizing residents and families, and building public and political will for change.

Time Commitments of Key Personnel

The time commitments of the IEAZI Director, Principal Investigator, and other key personnel are appropriate and adequate to meet the objectives of the IEAZI Full-Service Community Schools program, as each of the key personnel positions will contribute sufficient resources to the achievement of the program's goals and objectives.

For Goal A and Objectives A-1 through A-3, the IEAZI Director (50% time) will provide leadership in developing and implementing high-quality programs to ensure academic success in early childhood and among school-age children. Where support for early childhood education are concerned, the IEAZI Director will coordinate the update of the IFF assessment, the provision of technical assistance to early childhood education providers, and the provision of professional development and coaching to early childhood instructors and staff, with sessions conducted by relevant partners. In addition, the IEAZI Director will work with the CWFM (15% time) to coordinate the training and placement of CDAs in early childhood classrooms. Where support for school-age programming is concerned, the IEAZI Director will

coordinate the provision of professional development to Community School teachers and OST providers and will work with the Community School Coordinators (100% time) to coordinate the provision of high-quality, evidence-based teaching and learning opportunities in-school and through OST. In addition, the IEAZI Director will work with the ACM (100% time) to ensure smooth transitions for students, as well as with the Chief Data Officer (50% time) and external evaluator to implement an Early Warning System. Further, to the support provided by the positions named above, the Director will have support from the Management Consortium, Program Management Team, School Coordination Work Group, and Partner Engagement Work Group.

For Goal B and Objectives B-1 through B-2, the Community School Coordinators (100% time) will coordinate family and community engagement programming and supports to ensure the financial and social stability as well as high levels of engagement among families. These services include the provision of services through the CWF, supporting family economic stability and the provision of family and community engagement activities supporting engagement in student learning. In coordinating these activities, the Community School Coordinators will have support from the Management Consortium, Program Management Team, IEAZI Director (50% time), CWFM (15% time), School Coordination Work Group, Family Navigator (100% time), Partner Engagement Work Group, and Family and Community Engagement Task Force.

For Goal C and Objectives C-1 through C-2, the IEAZI Director (50% time) will coordinate and manage the services and supports ensuring a high degree of social, physical, nutritional, and mental health and wellness among students attending the three Community Schools and their families, including the provision of on-site mental health treatment and primary care services. In addition, the provision of professional development, training, and technical assistance to the Community Schools teachers, OST providers, and other school and program staff will be coordinated by the IEAZI Director with sessions conducted by relevant

partners. In coordinating these activities, the Director will have support from the Program

Management Team, School Coordination Work Group, Community School Coordinator (100%

time), Family Navigator (100% time), and Partner Engagement Work Group.

For Goal D and Objective D-1, the IEAZI Director (50% time) will provide leadership

in developing and implementing a culture promoting systems and policy change among IEAZI

partners as part of her overall position description. The IEAZI Director will be responsible for

the overall management of the IEAZI Full-Service Community Schools program, including: the

hiring of staff; the organization and implementation of staff and program schedules; the

facilitation of meetings with service providers, school site staff, and families; the oversight of

evaluation activities; and the achievement of all IEAZI Full-Service Community Schools

program goals and objectives. In establishing and maintaining this culture, the Director will

have support from the Management Consortium, Program Management Team, School

Coordination Work Group, Community School Coordinator (100% time), ACM (100% time),

Family Navigator (100% time), Partner Engagement Work Group, CWFM (15% time), Chief

Data Officer (50% time), and the external evaluator.

Table 11: Key Project Personnel

Name	Role/Title	Responsibility	Percent Time Allocated
James Taylor	Chief Executive Officer	Responsible for oversight and administration of the IEAZI	10%
Beth Uselmann	Controller	Responsible for financial oversight of	10%

		the IEAZI	
Brittany Kronmiller	IEAZI Director	Overall program direction and oversight	50%
AshLee Baskin	Center for Working Families Manager	CWF management and partner engagement	15%
To be hired	Community School Coordinators (3)	Coordination of services & partners and family and community engagement	100%
To be hired	Academic Case Manager (1)	Academic case management, early warning system development, student transitions	100%
To be hired	Family Navigators (3)	Connection of families with services	100%
Tricia Frye	Chief Data Officer	Data and information strategy and support	50%

Qualified and Experienced Leadership Personnel

The IEAZI has assembled a team of qualified and experienced leaders who have spent their careers in service to the Community School communities and have served in nonprofit and educational capacities throughout their careers. The key personnel for the IEAZI Full-Service Community School program include:

Chief Executive Officer (10% time):

James Taylor holds a Master's of Social Work from Indiana University and a Bachelor Degree from Ball State University in Social Work and Psychology. Since 1998, James has served as JBNC's Chief Executive Officer. In his role, James is responsible for overseeing $13.5 million in funding resources from over forty different sources including United Way, public sources, individual contributions, and private foundations. Services he oversees include a CFW, IDAs, financial education, membership-based Fitness Center, afterschool programs at five local schools, homeless prevention and energy assistance, workforce development services, and senior socialization/wellness. In his role, James will oversee JBNC and the implementation of the larger IEAZI strategy, he will also serve on the Management Consortium, as well as be responsible for engaging partners, securing resources, and ensuring that all staff and partner organizations are meeting objectives and timelines.

Controller (10% time):

Beth Uselmann holds a Master of Business Administration from Anderson University and a Bachelor's of Science in Accounting from Indiana Wesleyan University. Since 2008, Beth has been responsible for all financial aspects of JBNC, including presentation of budget and financial reports to the Chief Executive Officer and Board of Directors. In her role as Controller, Beth collaborates across departments and with Program Directors to provide financial information, prepare budget reports, and complete required reports for funding sources. Further, she coordinates external audits with independent and government auditors

to ensure compliance with various regulations and grant requirements. In her role, Beth will be responsible for financial oversight of the IEAZI, including stewardship of resources, creating financial reports, and ensuring that resources are used in agreement with grant requirements.

IndyEast Achievement Zone Initiative Director (50% time): Brittany Kronmiller holds a Master's of Social Work from Indiana University and a Bachelor's of Social Work from the University of Indianapolis and since 2005, has served children and families through the JBNC. In her role as Director of the IndyEast Achievement Zone, Brittany is responsible for the strategic planning, program development, personnel management, and overall management of the Achievement Zone and is directly accountable to the Management Consortium in her activities to ensure effective governance, operations and administration of the zone. In addition, Brittany oversees and develops programs utilizing two-generation models to meet the holistic needs of families, ensures program goals and objectives are met while seeking continuous program improvement, provides effective monitoring and financial management of programming, and develops and maintains partnerships to support families and align resources within the community. Brittany has written and received several grants to support children and families and served for five years as JBNC's Director of Children and Youth Services, a position in which she was responsible for securing funding through the 21st Century Community Learning Centers Program for afterschool programming and operating five afterschool program sites while supervising 50 staff members. In this role, Brittany worked extensively with all three Community Schools to implement OST programming and wraparound supports for families. In her current role, Brittany will be responsible for the overall management of the Full-Service Community Schools program, including the hiring of staff; the organization and implementation of staff and program schedules; the facilitation of meetings with service providers, school site staff, and families; the oversight of evaluation activities; and the achievement of all program goals and objectives.

Center for Working Families Manager (15% time): AshLee Baskin has several years of experience with diverse non-profit organizations in various capacities. Employing her passion for social advocacy on behalf of under-resourced populations, her capacity as Financial Foundations Project Manager allows her to ensure that neighbors and partners are actively engaged in career & educational coaching, financial coaching, and income supports coaching to improve their quality of life. AshLee is responsible for assuring the delivery of quality coaching services for every customer, staff and data compliance within each funding opportunity, and continued staff development and management. In her current role, AshLee will be responsible for overseeing the CWF staff at JBNC and leading an interdepartmental team to implement the two-generation approach. In addition, AshLee will serve on the Program Management Team, working with partner organizations to align programming and services in order to ensure that programs and services work in tandem to yield impactful results and offer children and families access to high quality programs, resources, and tools to achieve an improved quality of life.

Community School Coordinators (100% time): The individuals hired to serve as Community School Coordinators are responsible for coordinating community partnerships for the individual school to which they are assigned and are the *"key to a community school"* (Community School Coordinator, 2019). In collaboration with the School Coordination Work Group, the Community School Coordinators play a key role in putting strong schools at the center of the Full-Service Community Schools program design; leading the development, implementation, coordination, and oversight of all program activities that take place at a Community School site. As such, the Community School Coordinators will communicate regularly with school leadership, staff, service providers, parents, and students about the program; oversee the recruitment and retention of students and families in site-based programming; ensure effective coordination for the joint utilization and management of school

facilities for Full-Service Community Schools program activities; implement Family Needs Assessments; and collaborate with the evaluation team to collect data for program evaluations. In addition, the School Community Coordinators will ensure all services are centered around students and their specific needs; as well as all partners receive adequate training related to school policies and procedures, including any specialized requirements of the individual school. Minimum qualifications for the Community School Coordinator position will include: 1) a Bachelor's Degree with an educational or nonprofit focus of study or equivalent experience, 2) at least three years of experience working within school environments or assisting with student extracurricular or adult education programs, 3) experience in student and family engagement in learning, 4) experience in data collection and analysis, and 5) experience building partnerships in support of a program or initiative.

Academic Case Manager (100% time): The individual hired to serve as an ACM will perform the essential function of identifying and prioritizing students who are struggling or in distress, and then engaging family members and organizational supports in finding services for those students (Vural, 2011). This position is responsible for monitoring the students who attend the Community Schools, identifying when students will benefit from being referred to additional services available along the Services Pipeline, and managing the process that connects students to services. The ACM will assist in the creation of the Early Warning System, focusing on attendance, grades, and behavior as indicators of a need for intervention. The ACM will then rely upon this system to assess variations in these indicators that mark crisis or sudden changes in the student's life. Teachers and youth workers, those who work regularly with a child, may also alert the ACM to information about changes in the student's life. In response to identifying students in crisis, the ACM will work with educators, school staff, and community partners to create an IAP

that addresses immediate and long-term needs. The ACM will then be responsible for communicating with the student, ensuring that student accesses services recommended in the IAP, and monitoring ongoing participation of the student in the services. In cases where family engagement around IAP services is required, the ACM will coordinate with the Family Navigator. Minimum qualifications for the ACM position will include: 1) a Bachelor's Degree with an educational or nonprofit focus of study or equivalent experience, 2) at least three years of experience working within school environments, 3) experience in student and family case management, 4) experience in data collection and analysis, and 5) experience collaborating with service providers to ensure successful outcomes for students and families.

Family Navigators (100% time): The individuals hired to serve as Family Navigators are responsible for working to individually connect with families and link them to resources and networks of support. The Navigator will also coordinate the enrollment and referral of families with children to services within the pipeline. In collaboration with the Family and Community Engagement Task Force, this position will assist in coordinating community awareness efforts related to the services available through the pipeline to ensure utilization of community-based programmatic and engagement opportunities. Working alongside the ACM, this position ensures the availability of program support in the home to encourage the success of student academic pursuits. The IEAZI will include the hiring of paraprofessionals who reside in the neighborhood to play the Family Navigator role, further enhancing the relationships that are built with residents and ensuring a thorough awareness of the community and neighborhoods in which they will be serving. Minimum qualifications for the Family Navigator position will include: 1) residence in a Community School community, 2) willingness to undergo training to become a paraprofessional providing family navigation services, 3) past experience or participation in neighborhood-level

activities such as task forces, neighborhood associations, community crime watches, or other such activities, 4) experience engaging adults, children, or schools in intentional relationship development, and 5) active participation in community events such as Neighborhood Summits, Education Summits, or other events.

Chief Data Officer (50% time): Tricia Frye has provided data analysis, data management, and data and information strategy services to school boards and nonprofit organizations for 20 years. In her role as Chief Data Officer for JBNC, Tricia is responsible for developing and implementing JBNC's data and information strategy including protection and privacy along with data management, data quality assurance, and vendor relationship development. In addition, Tricia provides valid and reliable data to improve decision-making, optimize processes, and ensure that all systems necessary to support JBNC's operations and objectives are in place. As part of her role, Tricia regularly manages data streams and data integration with partnership organizations to ensure initiatives are data-driven and benefit the community being served, and she is currently collaborating with partners to create an Early Warning System to ensure students and families receive needed resources at school sites. In her previous role as Planning Supervisor for IPS, Tricia provided leadership in data analysis, data management, redistricting, enrollment projections, and facilities planning as well as led a cross-functional operations team to create and maintain procedures to ensure data accuracy. In her current role, Tricia will leverage JBNC's data and information strategy for the benefit of the IEAZI Full-Service Community Schools program by working closely with the external evaluator to implement program evaluations and build performance dashboards providing timely information and insights that will enable the Program Management Team and Management Consortium to improve decision-making, optimize processes, and work proactively.

Financial Coach (50% time): Supported through matched funds, the financial coach provides direct services in financial coaching and education to Community School families

with low to moderate-income who are enrolled in JBNC's Center for Working Families. The financial coach is responsible for assisting individuals in assessing income and expenses, reviewing credit reports, developing and monitoring a budget, and developing plans of action that are intended to help the individuals reach their short and long-term financial goals as they work to increase their net income, net worth, and credit score. The financial coach will primarily engage FSCS participants through one-on-one counseling.

Career Coach (50% time): Supported through matched funds, this position works with Community Schools parents and caregivers in seeking employment, career services and job specific training and educational programming to increase their marketability and income potential. This position also works to identify employment sectors and employers able to hire and/or train people from the neighborhood and helping families enrolled in the IEAZ Initiative to connect with employment and/or training opportunities or advance to a better job.

Case Manager (50% time): Supported through matched funds, the primary function of the Case Manager is to assist Community School parents and caregivers in the creation of a written personal development plan, based on specific short and long-term goals. The Case Manager will assess individual and family needs and evaluate, coordinate and ensure necessary services are provided; assist and counsel individuals and families and coordinate a full range of Pipeline Services for those enrolled in the Community Schools.

QUALITY OF PROJECT EVALUATION

Thorough, Feasible, and Appropriate Evaluation Methods

In partnership with the external evaluator and a high-capacity team of experienced partners, the IEAZI has designed its methods of evaluation to be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the Full-Service Community Schools program.

Thoroughness of Evaluation Methods

The aim of the evaluation is to inform decisions related to program development and sustainability through implementation and outcome evaluations. The team will utilize a mixed-methods evaluation framework that begins with a formative evaluation, maintains an ongoing implementation evaluation, and incorporates an outcomes evaluation as described below. Goals, milestones, and timelines will be set annually and reviewed to determine whether the program efforts are producing the desired outcomes, according to the IEAZI Full-Service Community School program's goals and objectives. Throughout the program implementation, the performance of students, parents/guardians, teachers and instructors, and school staff and administration will be assessed using ongoing implementation and outcomes evaluation, which include pre- and post-assessment measures, observation instruments, academic and behavioral data, and objective measures including grades, test scores, and measures of family financial health, among other measures. Qualitative assessments will include site observations; assessments of service provider policies and practices; assessments of classroom, OST lesson plans, and related documents related to curriculum change; site-level document analysis of referral lag times between partners; and biannual focus groups and interviews with program participants, service providers, school staff and administrators, and organizational leadership.

Utilizing a Central Case Management Database

JBNC's ETO case management database will be used to maintain all quantitative data on program participants. Bridges will provide secure automated data transfers into ETO from partner organization databases and role-based access providing secure access to the data only pertaining to an individual's role or organization's program within the database. The case management database will house baseline and repeated pre- and post-assessment data on all participants as well as student academic performance data (including grades, test scores, etc. of Pre-K and K-12 students), parent/guardian economic stability data, and student and parent/guardian measures of college and career success. The ability to utilize all of this data is provided by the existing Data Sharing MOU between IEAZI, program partners, and IPS, which allows for the sharing of individual-level student academic performance data and other school administrative data as well as individual-level data describing family economic stability. Signed consent forms will allow for the sharing of individual case management data and data from service providers in turn. All data collected and recorded in ETO will go through a rigorous analytic process consisting of quality assessment, data indexing and formatting into useful inputs to an analytical model to be developed by highly-qualified analysts trained in socioeconomic research and community assessment.

Utilizing Appropriate Methods

To determine the degree to which the IEAZI's Full-Service Community Schools program has achieved its stated goals and objectives, a wide range of quantitative and qualitative indicators will be collected, analyzed, and utilized for evaluation, as described below. A repeated measures design will be utilized, with pre-assessment baseline points being collected in October of the first year and August of the following years; while, post-assessment

points being collected in June of each year of the program's implementation. This design will result in multiple baseline and post-assessments being completed over the program's duration and will determine the degree to which the IEAZI's Full-Service Community Schools program has had a measurable impact on program participants as described by the extent to which the program's objectives have been achieved.

Establishing Validity and Reliability of Instruments

In order to establish the appropriate validity and reliability of the instruments to be used in the evaluation design, the external evaluator will seek to primarily utilize standardized instruments for which there are previously established validity and reliability coefficients; these coefficients will be reported. For those instruments for which there are not previously established validity and reliability coefficients, the external evaluator will be responsible for developing and piloting all new instruments in order to assess their validity and reliability; it is expected that the validity and reliability coefficients (Cronbach's alpha) for all standardized instruments and for all instruments developed during the course of the IEAZI's implementation of its Full-Service Community Schools program will be at least 0.80, a value deemed appropriate in related research and evaluation.

Utilizing Data for Decision-Making

Collectively, the results of the formative, implementation, and outcomes evaluations will be used to inform ongoing capacity building and continuous quality improvement for the IEAZI Full-Service Community Schools program. In partnership with the Management Consortium, the external evaluator will develop systems for assessing progress in an ongoing manner using objective measures of achievement and providing feedback to the Consortium and the Program Management Team. Monthly, the Program Management Team will receive an

Early Warning report, and quarterly, the Team will receive a Student and Family Case

Management report. In addition, the Program Management Team and the Management

Consortium will each receive a quarterly School Progress report, Partnership Results Scorecard

report, and Full-Service Community Schools Scorecard report. Finally, the Management

Consortium will receive a biannual Focus Group and Interviews report, an annual Equity

Report, and a Full-Service Community Schools Implementation and Outcomes report. A

summary of the contents of each report is provided in the chart below. Collectively, these

reports will ensure that timely and valid information is provided on the progress achieved in

meeting goals as measured by formative, implementation, and outcomes indicators. Monthly,

the Program Management Team and the Management Consortium will meet to reflect upon the

reports provided and to provide data on the effectiveness of the IEAZI's Full-Service

Community Schools program implementation.

Table 12: Summary of Reporting & Report Content

Frequency	Who Receives	Report	Summary of Contents
Monthly	Program Management Team	Early Warning	This report will track individual students' academic performance (in terms of grades and test scores), behavioral conditions (in terms of disciplinary referrals), and attendance in order to provide an early warning of a need for intervention by program and school staff and parents/guardians.

Quarterly	Program Management Team	Student & Family Case Management	This report will track a family and their combined services across the IEAZI Full-Service Community Schools network with the purpose of identifying gaps of service or areas of opportunity using ETO case management data, including academic achievement data and family economic stability data.
Quarterly	Program Management Team & Management Consortium	School Progress	This report will track the progress made at each of the three Community Schools in improving student academic achievement and maintaining fidelity to the IEAZI Full-Service Community Schools program in order to identify any gaps of service or areas of opportunity as each respective school site. The report will be updated quarterly, although standardized test scores will only update annually.
Quarterly	Program Management Team & Management	Partnership Results Scorecard	This report will evaluate how each partner is performing according to

	Consortium		the progress made towards achieving the goals and objectives of each partner's respective programming. This report will contain data describing both programming outputs and outcomes.
Quarterly	Program Management Team & Management Consortium	Full-Service Community Schools Scorecard	This report will track the overall performance of the IEAZI Full-Service Community Schools program in achieving its described goals and objectives.
Biannual	Management Consortium	Focus Groups & Interviews	This report will summarize the results of the biannual focus groups and interviews with program participants, service providers, school staff and administrators, and organizational leadership and will include relevant qualitative data as needed for reference such as service provider policies and practices, assessments of OST lesson plans and related documents, etc.
Annual	Management	Equity	This report will summarize the

	Consortium		results of an equity gaps analysis and a root cause analysis describing equitable access and treatment for all population segments enrolled in the three Community Schools.
Annual	Management Consortium	Full-Service Community Schools Implementation & Outcomes	This report will analyze the performance of the IEAZI's Full-Service Community Schools program in comparison to the objective measures of performance, to its goals and objectives, and to a comparison group.

In addition to collecting feedback from program participants, service providers,

program staff, and school staff and administration, the external evaluator will play an active

role in engaging the community around the management and implementation of the IEAZI's

Full-Service Community Schools program. Through reporting and stakeholder engagement, the

external evaluator will provide extensive feedback to stakeholders biannually through

presentations of implementation and initial outcomes findings. The evaluator will facilitate

discussion on recommended changes and considerations to the program's management and

implementation. For stakeholders, the team will also provide an annual hard copy report of

trends, as well as a final evaluation report of the program. To promote community engagement

and feedback, the evaluation team will also utilize JBNC's Near Eastside resident meetings to

provide updates about the status of the initiative and look for ideas from residents on how to inform stakeholders and program partners about opportunities to improve or address ongoing issues. All evaluation results will be made available annually to the public, which will be notified of the opportunity to examine these results through several media, including a public notice.

These thorough evaluation methods will drive progress towards results as measured by the IEAZI objective performance measures. To do so, the Management Consortium and Program Management Team will meet quarterly to determine the extent to which performance measures and milestones have been met and will share the results for the ongoing implementation and outcomes evaluations with program staff and stakeholders to determine which modifications should be made. After the implementation of these modifications, the Management Consortium and Program Management Team will determine, in collaboration with the external evaluator, the effectiveness of these changes. This process will be repeated during each year of the Full-Service Community Schools program implementation to ensure continuous progress in achieving outcomes. Upon receipt of the annual evaluation, IEAZI Management Consortium and Program Management Team will use the information in the evaluation to make programmatic and partner decisions, to drive additional corrective action in program delivery, and to identify the most effective programs and practices in collaboration with the external evaluator.

Feasibility of Evaluation Methods

Management of the Evaluation

The external evaluator will be responsible for managing the Full-Service Community School evaluation design and will refine and implement this design in collaboration with the

IEAZI Management Consortium. The IEAZI Management Consortium and external evaluator, when combined, have over 45 years of data experience, including over 30 years of in-depth experience using case management systems and databases, as well as analyzing and reporting quantitative and qualitative outcomes of collective impact efforts over time. Each of the partners will help to drive the IEAZI's work to understand existing information around needs and programs, integrate data from multiple sources and sites, and implement comprehensive evaluation methods.

The PPI will serve as the external evaluator. PPI is a nationally recognized leader in neighborhood needs assessment and evaluation and regularly works with community partners on collective impact projects to design cross-sector data collection, reporting, and evaluation systems. Through their work with the IndyEast Promise Zone, Great Families 2020, and the IEAZI, PPI has a formed a deep, collaborative relationship over many years with JBNC, partners, and local residents. Further, PPI has played a critical role in assisting with data collection and analysis as well as program and impact evaluation. PPI has the proven skills, knowledge, and abilities necessary to conduct a detailed annual evaluation in order to support this collaborative effort. In partnership with PPI, a Principal Investigator will be assigned to the Full-Service Community Schools evaluation effort. The Principal Investigator and his or her team will work with relevant entities at the U.S. Department of Education to respond to requests for information or obtain feedback on evaluation techniques; they will handle submission and management of work for Indiana University's Institutional Review Board. The Principal Investigator will also prepare annual reports to assist the Management Consortium in making adjustments in its design based on formative evaluation data while providing technical assistance on the design of evaluation instruments, their administration, and the analysis of

evaluation data.

JBNC and its partners have the capacity to assist PPI in its evaluation, as they have worked together for over ten years, to manage case management data, reporting procedures, and data integration processes. During this time, JBNC and partners have developed a robust data practice, including technical competency in staff use of databases, entering data, generating reports, and ensuring data quality; the management of data and databases; and reflective analysis of data in monitoring and improving the provision of services to families.

Tricia Frye, Chief Data Officer at JBNC, has over 21 years of experience collecting, analyzing, reporting, utilizing, and managing data. Through her work at IPS, she engaged in process improvement initiatives to ensure data accuracy and operations, which included leading a cross-functional operations team working to create and maintain procedures related to data. She was also responsible for designing, compiling and analyzing data, and developing recommendations for major school consolidation efforts, school closings, and redistricting projects. While at IPS, she also created and maintained all geographic data related to buildings, students, boundaries, and other data needed for various projects. Now at JBNC, she manages data streams and data integration with partner organizations to ensure initiatives and decisions are data driven. She is currently working with community partners to create an Early Warning System, as well as data dashboards, for TGNS. Those systems will be expanded to include the three Community Schools, and the systems will be used to identify students and families in need of additional services and to track student progress. Tricia's resume can also be found in Appendix B.

Additional support for evaluation efforts will come from the Community School Coordinators, who will be responsible for statistical data collection and survey administration

on-site at the Community Schools. The Management Consortium and external evaluator will be responsible for assembling all federal accountability reports.

Objective Performance Measures and Timeline for Implementation

The objective performance measures described in the tables below will be developed, piloted, and checked for reliability and validity beginning January 1st, 2020 and continuing through January 1st, 2021. These objective measures will be bolstered with formative measures of program processes and participant perceptions. The qualitative performance measures for the program will include site observations; assessments of service provider policies and practices; assessments of classroom and OST lesson plans as well as related documents concerning curriculum change; site-level document analysis of referral lag times between partners; and biannual focus groups and interviews with program participants, service providers, school staff and administrators, and organizational leadership. Throughout the program's implementation, these quantitative and qualitative data will be used to inform the Program Management Team and Management Consortium as they assess the program's effectiveness and impact in collaboration with the external evaluator and determine the necessity of modifying program delivery.

Appropriateness of Evaluation Design

Methods Established

The evaluation methods for the project are appropriate because specific evaluation strategies have been designed for each of the project's goals and objectives. These methods are described later in this section. In addition, in order to ensure that the outcomes can be objectively measured using both quantitative and qualitative methods, specific targets have been established for each goal and objective as described in the Quality of Design section. In the sections above, a comprehensive plan for collecting data for each goal and objective has been determined, utilizing both quantitative and qualitative measures.

Evaluation Design

The aim of the evaluation is to inform decisions related to program development and sustainability through implementation and outcome evaluations. The team will utilize an evaluation framework that begins with a formative evaluation, maintains an ongoing implementation evaluation, and incorporates an outcomes evaluation, as described below in the Evaluation Design sub-section. Goals, milestones, and timelines will be set annually and reviewed to determine whether the program efforts are producing the desired outcomes, according to the IEAZI Full-Service Community School program's goals and objectives. Throughout the program implementation, the performance of students, parents/guardians, teachers and instructors, and school staff and administration will be assessed using ongoing implementation and outcomes evaluation, which include pre- and post-assessment measures, observation instruments, academic and behavioral data, and objective measures including grades, test scores, and measures of family financial health, among other measures. Qualitative assessments will include site observations, assessments of service provider policies and practices, assessments of classroom and OST lesson plans and related documents concerning curriculum change, site-level document analysis of referral lag times between partners, and biannual focus groups and interviews with program participants, service providers, school staff and administrators, and organizational leadership.

Formative Evaluation

In the formative evaluation, the team will review program practices and structures, and work with JBNC and program partners to develop and refine a logic model to assess the extent to which existing measures capture the intended goals and processes of the work. The primary goal is to ensure that the program is stably staffed, structured, and planned so that the

subsequent evaluations can best capture fidelity to the proposed IEAZI model and determine the feasibility of a more rigorous impact evaluation design. Ideally, the formative evaluation will take place throughout the first year of the FSCS, to ensure sufficient time for partners to become fully engaged in the work and related expectations.

Implementation Evaluation

The implementation evaluation will be ongoing through all years of the program to support capacity building and inform steps to quality improvement for the IEAZI team. This evaluation design will help identify the extent to which the programming is both effective and replicable, and evaluation efforts will focus on multiple factors related to the development and implementation of the Full-Service Community Schools program. The key issues this evaluation will aim to assess include: 1) the extent to which the services are being implemented with fidelity to the program design, 2) effective collaboration among program partners to achieve the goals of the program, and 3) accessibility and perceived quality of the work to participating families. This work will involve site observations of participants and activities, as well as biannual focus groups and interviews with students, parents and guardians, service providers, school staff and administrators, and organizational leadership to obtain qualitative information about program processes, which will be used to inform continuous quality improvement. The team will utilize thematic coding to assess trends about perceptions of effectiveness of the program delivery across and within these populations, as well as barriers and contextual issues affecting the participants from achieving desired outcomes. Because this effort requires collaboration across multiple programs, providers, and sites to improve family outcomes, the evaluation team will also capitalize on ongoing work within some of the partner programs (e.g. the ongoing external evaluation of the EDGE afterschool program) to reduce

redundancies in evaluation and data collection efforts.

Outcomes Evaluation

The outcomes evaluation will assess the extent to which IEAZI efforts improve participants' outcomes at various time points throughout the program in addition to the required measurements of individuals targeted for services. The key goals for this evaluation include: 1) Assess trends in outcomes for participating families and students, and 2) Understand the extent to which program components and participant characteristics are associated with outcomes.

The data are largely divided into outputs and outcomes. Outputs include information about program attendance, referrals, and other direct results of programming; while, outcomes focus on those data points that reflect the core goals of each area of the services pipeline and the overarching objective to increase the number and percentage of students and families targeted and receiving programming over time. As mentioned earlier, the evaluation team will capitalize on existing data partnerships with each partner organization and JBNC's management of its ETO case management database to obtain data and streamline data collection processes from each of the program partners, as well as those it currently manages. These largely objective data points, described in more detail below, are from both students and parents/guardians. Data will range from being collected by program partners annually (e.g. K-12 student test scores) to as frequently as needed (e.g. Centers for Working Families data, which is based on individual goal setting). Some data utilize survey questions, for which the evaluation team will assess the validity and reliability of these tools if they have not already been established.

PPI's evaluation team will work with JBNC's Chief Data Officer to ensure data is collected, de-identified, and available to be cleaned and analyzed by PPI on a bi-annual and

annual basis, as available. The team has worked extensively with data from multiple sources in the proposed work, including CFW families, IPS student data, ISTAR-KR data, and other types and sources of data. Analyses will focus on both descriptive data reporting of baseline and longitudinal trends at available time points, as well as ongoing analyses of baseline outcomes to recent outcomes. As additional data are available, toward the end of the project period, the team will develop more robust statistical analyses to capture sources of improvement; account for demographic and other indicators that may affect student and/or parent and guardian outcomes; and develop the infrastructure required for robust longitudinal evaluation.

Data for longitudinal evaluation is utilized to demonstrate change at the individual (student and adult family member) and population (school and neighborhood) levels and to evaluate the collective and cumulative impact of the strategies and programs contained in this proposal. To effectively assess the performance of the programming offered by the IEAZI over time, PPI, acting as external evaluator, proposes a quasi-experimental research design that compares outcomes of families and children enrolled in the Full-Service Community Schools to those who are not. Specifically, the team proposes that the IEAZI capitalize on its partnership with IPS to assess how outcomes vary by children and parents who attend the Community Schools and those who live within the same geography but do not attend a Community School. The team additionally proposes the utilization of propensity matching to ensure that comparison groups are reflective of the IEAZI Community Schools population. With this design, and in accordance with all WWC criteria, the team will attain at a minimum, the WWC evidence standards with reservations.

To analyze the effects of IEAZI programming on students and families, the external evaluator will utilize multilevel modeling to assess the effects of schools and families on

children's outcomes. This technique not only accounts for the fact that children are nested within families and schools, but it also allows for longitudinal analysis of key outcomes at baseline and subsequent time points. Additionally, this methodology will allow for comparisons across key demographic groups, when appropriate, to inform programmatic trends and potential equity-related issues. Analyses will be weighted for neighborhood or school representativeness, when appropriate, to generalize findings.

Overall, the IEAZI's Full-Service Community Schools evaluation design is appropriate as it will capture fidelity to the IEAZI Full-Service Community Schools program, support capacity building and inform steps to quality improvement, support the effective collaboration among program partners to achieve the goals and objectives of the program, and evaluate the accessibility and perceived quality of the work to participating families. In addition, the evaluation design will reduce redundancies in evaluation and data collection efforts and will build upon the successful work already being done through aligned initiatives in the neighborhood. The IEAZI's Full-Service Community Schools evaluation design is also appropriate because it will produce quantitative and qualitative data to extent possible because it will utilize a repeated series of pre- and post-assessments before and after the introduction of new programming to students and families in the study of whether the programming is effective. Finally, the evaluation is appropriate because it utilizes validated assessment instruments and evaluation methods, eventually including a quasi-experimental design that meets WWC standards for reliability and validity to rule out alternative explanations for results.

Reporting Timeline

The Management Consortium and external evaluator will be responsible for implementing the Full-Service Community School evaluation activities in a timely manner. Baseline data and post-assessment data will be collected according the schedule described in

Table 12. To address GPRA requirements, the project will report on the number and percentage of individuals targeted for services and who receive services during each year of the project period and report those results to the U.S. Department of Education in its annual, ad hoc, and final performance reports. All evaluation results will be made available annually to stakeholders and to the public, which will be notified of the opportunity to examine these results through several media, including a public notice.

Objective Performance Measures

As previously described, the IEAZI's project design includes the use of objective performance measures that are clearly related to the intended outcomes of the project and that will produce quantitative and qualitative data. Developed in partnership with a highly qualified team of partners from Indiana University Purdue University - Indianapolis, these measures inform IEAZI's Full-Service Community Schools program improvement and provide a mechanism to ensure that the investments made in programming and coordination result in real changes for students, families, schools, neighborhoods, and communities. The first table shows an increase in the number and percentage of students targeted for and receiving services over time and the percentage of the school population that will be served each year.

Table 13: Number and Percentage of Students and Families Served Per Year by Pipeline Service

Community School	Total Population	Number of Students Served Year 1 (Percentage of School Population)	Number of Students Served Year 2 (Percentage of School Population)	Number of Students Served Years 3-5 (Percentage of School Population)

Thomas Gregg Neighborhood School	533	240 (40%)	426 (80%)	480 (90%)
Brookside Elementary School	496	223 (45%)	397 (80%)	447 (90%)
Harshman Middle School	533	240 (45%)	426 (80%)	480 (90%)

The tables and descriptions below explain how the objective performance measures are clearly related to the outcomes, and how quantitative and qualitative measures will be utilization in the evaluation of the IEAZI's Full-Service Community Schools program. Refer to the Quality of Project Design section for a full statement of the objectives.

Program Goals and Objectives with Objective Performance Measures Clearly Related to Intended Outcomes and Assessment Instruments Producing Quantitative and Qualitative Data

Table 14: Aligned Objectives, Outcomes, and Performance Measures for Goal A

Goal A: Develop and implement high-quality programs to ensure academic success in early childhood and among school-age children		
Objective A-1: By September 30th, 2024, 70% of students from East 10th Street Children & Youth Center, Daystar, and	**Outcome A-1-a:** By January 1st, 2020, an update to the 2017 IFF assessment of early childhood education for the Near Eastside neighborhood will be completed and will identify remaining needs and service gaps for children birth	**Performance Measure A-1-a:** By January 1st, 2020, a report will have been developed to identify remaining needs and service gaps for children birth to five years old, including gaps related to developmental screenings, family engagement, and home visitation, in the Near Eastside neighborhood.

TGNS pre-K programs who are entering kindergarten will be ready to succeed and satisfactorily complete the academic requirements of kindergarten.	to five years old, including gaps related to developmental screenings, family engagement, and home visitation.	
	Outcome A-1-b: By September 30th of each project year, all Near Eastside early childhood development classrooms feeding into the two elementary Community Schools will improve program quality by advancing and/or maintaining their PTQ level at a minimum of level 3.	**Performance Measure A-1-b:** By September 30th of each project year, all Near Eastside early childhood development classrooms feeding into the two elementary Community Schools will have advanced along the PTQ rating system, achieving at least half of the criteria required to advance to the next rating level.
	Outcome A-1-c: By September 30th of each project year, IEAZI early childhood educators will have participated in high-quality professional development related to the early childhood programs and activities on the	**Performance Measure A-1-c:** By September 30th of each project year, 80% of IEAZI early childhood educators will have participated in at least 30 hours of professional development, as documented in an attendance sheet, over at least an eight-month period, focusing on

	Services Pipeline and other early childhood development and school readiness topics.	implementing the activities on the Services Pipeline and incorporating learnings from other early childhood development and school readiness topics presented in IEAZI classrooms, including monthly follow-up coaching.
	Outcome A-1-d: By September 30th of each project year, ten early childhood educators in Near Eastside early childhood education classrooms will have improved their ability to offer high-quality early childhood programs.	**Performance Measure A-1-d:** By September 30th of each project year, ten IEAZI early childhood educators will indicate in reliable and valid pre- and post- surveys that they will have implemented effective early childhood programming (as measured by a 5 point scale from never using a practice to using the practice almost daily) in contrast to comparison schools.
	Outcome A-1-e: By September 30th, 2024, ten new CDAs will be trained and placed in high-quality Near Eastside early childhood	**Performance Measure A-1-e:** By September 30th, 2024, ten new CDAs will have been trained and placed in high-quality Near Eastside early childhood education classrooms.

	education classrooms.	
	Outcome A-1-f: By September 30th, 2024, students in the IEAZI early childhood education classrooms will have increased their kindergarten readiness.	**Performance Measure A-1-f:** By September 30th, 2024, 70% of students from East 10th Street Children & Youth Center, Daystar, and TGNS pre-K programs who are entering kindergarten will have performed statistically significantly higher than students at comparison schools on the ISTAR-KR, DIBELS, and DECA exams.
Objective A-2: By September 30th, 2024, 65% of students at each of the three Community Schools will exhibit improved academic achievement to the extent that	**Outcome A-2-a:** By September 30th of each project year, IEAZI teachers and OST instructors at the three Community Schools will have acquired new teaching and learning skills that will enable them to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive environments for learning,	**Performance Measure A-2-a:** By September 30th of each project year, 80% of IEAZI Community Schools teachers will indicate in reliable and valid pre- and post-surveys that they have increased their ability to utilize new teaching and learning skills in their instruction and to use these skills additionally to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive

they will perform at grade level in ELA and Mathematics as demonstrated by ISTEP+ ELA and Mathematics exams.	and involve families and the community in student education so as to implement the IEAZI two-generation educational model with greater fidelity and to support school staff in implementing the Five Essential Components for School Success described by the Chicago Consortium for School research in 2010 to increase student achievement in ELA and Mathematics.	environments for learning, and involve families and the community in student education to increase student achievement in ELA and Mathematics.
	Outcome A-2-b: By September 30th, 2024, students at the three IEAZI Community Schools will have increased their academic achievement in ELA and Mathematics.	**Performance Measure A-2-b:** By September 30th, 2024, 65% IEAZI Community School students will have performed statistically significantly higher than students at comparison schools on ISTEP+ ELA and Mathematics exams.
	Outcome A-2-c: By June 30th of each project year, students	**Performance Measure A-2-c:** By June 30th of each project year, 65%

	participating in IEAZI OST programming delivered at the three Community Schools will have increased their academic achievement in ELA and Mathematics.	IEAZI OST students will have performed statistically significantly higher than students at comparison schools on ISTEP+ ELA and Mathematics exams.
Objective A-3: By September 30th, 2023, 85% of students at each of the three Community Schools will successfully advance from second to third grade, from elementary to middle school, and from high school to	**Outcome A-3-a:** By January 30th, 2024, an early warning system that tracks student behavior, attendance, and course performance and identifies at-risk students in need of intervention in real time will have been implemented to serve students from Pre-K into college and career.	**Performance Measure A-3-a:** By January 30th, 2024, an early warning system will have been implemented and will have tracked 80% of the IEAZI Community School students.
	Outcome A-3-b: By June 30th of each project year, transition pipeline services from Pre-K to elementary, from	**Performance Measure A-3-b:** By June 30th of each project year, the effectiveness of student transitions will be determined by documenting that at least 80% of IEAZI

college and career.	elementary to middle school, from middle to high school, and from high school to college and career will have been effectively implemented.	Community School students have made successful academic and college and career transitions.

Quantitative and Qualitative Assessment Instruments for Goal A

Each year, the following instruments will be used to assess progress towards achieving Goal A: 1) a content analysis of the early childhood assessment report, 2) records pertaining to early childhood education classrooms' progress along the PTQ rating system that detail where each early childhood education center stands and what remains to be completed until each center can progress to the next level, 3) attendance records for professional development offerings and follow-up sessions, 4) pre- and post-surveys assessing early childhood educators' learning and record in applying skills learned during professional development offerings to implement effective early childhood education programming and support families in accessing services provided through the Services Pipeline, 5) analysis of the number of CDAs trained and placed in Near Eastside classrooms, 6) pre- and post-surveys assessing early childhood educators' learning and record in applying skills learned during professional development offerings to assist parents in creating effective home learning environments, 7) pre- and post-surveys assessing the degree to which parents have implemented early childhood learning supports to prepare their children for kindergarten, 8) Family Navigator reports issued after home visits with families, 9) content analysis of early childhood educator lesson plans and materials, 10) assessment of early childhood education provider policies and practices informing high-quality learning environments, 11) exam results for the ISTAR-KR, DIBELS, and DECA exams, all of which assess different aspects of kindergarten readiness. 12) pre- and

post-surveys focused on teacher and OST instructor integration of teaching and learning techniques designed to increase student achievement in ELA and Mathematics into the core curriculum and OST lesson plans, 13) pre- and post-surveys focused on teacher and OST instructor utilization of teaching and learning techniques to support effective leaders, collaborate with other teachers, provide ambitious instruction, create supportive environments for learning, and involve families and the community in student education, 14) pre- and post-measures of valid and reliable standardized ISTEP+ achievement scores in ELA and Mathematics, 15) pre- and post-measures of ELA and Mathematics grades, 16) a reliable and valid survey to be developed by the external evaluator to capture students' ability to engage in teaching and learning experiences and the degree to which learning has become relevant and meaningful for them, 17) content analysis of classroom and OST lesson plans and related documents describing any and all curriculum changes, 18) attendance records for teacher and OST instructor professional development offerings, 19) attendance records for student OST attendance, 20) feedback from teachers and OST instructors on professional development offerings, 21) feedback from students, teachers, and family members on the effectiveness and quality of classroom and OST instruction, 22) a manual describing how the early warning system functions, 23) an annual summary of early warning system findings and interventions, 24) pre- and post-surveys assessing student readiness to transition across the next transition point and documenting barriers to transitioning, as developed by the external evaluator and administered during in-school and OST programming, 25) feedback from students, as measured through surveys, focus groups, and interviews administered during in-school and OST, describing the effectiveness and quality of IEAZI transition supports, and 26) academic records indicating that IEAZI Community School students have successfully progressed through transition points from kindergarten into college and career.

Table 15: Aligned Objectives, Outcomes, and Performance Measures for Goal B

Goal B: Develop and implement family and community engagement programming and supports to ensure financial and social stability and high levels of engagement among families.		
Objective B-1: By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will increase their financial and social stability as a result of having participated in supportive programming.	**Outcome B-1-a:** By September 30th, 2024, parents with children attending the three Community Schools will have attained greater education and improved their ability to secure employment that pays a livable wage.	**Performance Measure B-1-a:** By September 30th, 2024, 45% of families whose children attend each of the three Community Schools will have demonstrated a statistically significant increase in their attainment of greater education and ability to secure employment that pays a livable wage, compared to families with students attending comparison schools.
	Outcome B-1-b: By September 30th, 2024, parents with children attending the three Community Schools will have improved their ability to create social ties and community connections for their families.	**Performance Measure B-1-b:** By September 30th, 2024, 80% of the parents with children attending the three Community Schools will have demonstrated a statistically significant increase in their ability to create social ties and community connections for their families, compared to families

		with students attending comparison schools.
Objective B-2: By September 30th, 2024, 90% of families whose children attend each of the three Community Schools will exhibit high levels of engagement in student learning as a result of having participated in family and community engagement programming.	**Outcome B-2-a:** By September 30th, 2024, parents will have improved their ability to support the performance of their children both at school and at home in ELA and Mathematics.	**Performance Measure B-2-a:** By September 30th, 2024, 80% of the parents will have demonstrated a statistically significant increase in their ability to support the performance of their children both at school and at home in ELA and Mathematics, compared to families with students attending comparison schools.
	Outcome B-2-b: By September 30th, 2024, parents will have improved their ability to support the social-emotional, physical, and nutritional development of their children.	**Performance Measure B-2-b:** By September 30th, 2024, 80% of the parents will have demonstrated a statistically significant increase in their ability to support the social-emotional, physical, and nutritional development of their children, compared to families with students attending comparison schools.
	Outcome B-2-c: By September 30th, 2024, parents	**Performance Measure B-2-c:** By September 30th, 2024, 80% of the

	will have improved their ability to work with others to support the creation and development of environments that support student learning at home, at school, and in the community.	parents will have demonstrated a statistically significant increase in their ability to work with others to support the creation and development of environments that support student learning at home, at school, and in the community, compared to families with students attending comparison schools.

Quantitative and Qualitative Assessment Instruments for Goal B

Each year, the following instruments will be used to assess progress towards achieving Goal B: 1) pre- and post-surveys assessing parent CWF outcomes, including the degree to which parents increased their educational levels, net income, employment rates, credit scores, net worth, and social capital, 2) analysis of participation rates in CWF services and number of referrals made from Community School sites, 3) feedback from parents and program staff on the quality and effectiveness of CWF programming, 4) content analysis of materials and resources utilized during CWF programming, 6) content analysis of instruction units and/or lesson plans utilized for CWF programming, 7) pre- and post-surveys assessing parent learning relative to their ability to assist their children at home to succeed in school in ELA and Mathematics, 8) pre- and post-surveys assessing parent learning relative to their ability to support their children's social-emotional, physical, and nutritional development, 9) attendance records for Parent Cafes and Parent Workshops, 10) feedback from parents and program staff on the quality and effectiveness of Parent Cafes and Parent Workshops, 11) content analysis of materials and resources utilized during Parent Cafes and Parent Workshops, 12) content

analysis of instruction units and/or lesson plans utilized for Parent Workshops, 13) pre- and post-surveys assessing parent learning relative to their ability to work with others to support the creation and development of environments that support student learning at home, at school, and in the community, 14) attendance records for community engagement events, 15) feedback from parents on the quality of community engagement events, 16) content analysis of materials and resources shared during community engagement events, and 17) pre- and post-surveys assessing the degree to which parents have been engaged in family and community engagement activities and at school functions.

Table 16: Aligned Objectives, Outcomes, and Performance Measures for Goal C

Goal C: Develop and implement services and supports to ensure a high degree of health and wellness among students attending the three Community Schools and their families.		
Objective C-1: By September 30th, 2024, 80% of students at each of the three Community Schools will have increased their social, health, nutritional, and mental health in alignment with Indiana state	**Outcome C-1-a:** By September 30th of each project year, IEAZI teachers at the three Community Schools will have increased their ability to assist students in improving their social-emotional skills, physical fitness and nutrition, and mental health.	**Performance Measure C-1-a:** By September 30th of each project year, at least 80% of teachers and staff at the three Community Schools will indicate in reliable and valid pre- and post-surveys that they have increased their ability to assist students in improving their social-emotional skills, physical fitness and nutrition, and mental health.
	Outcome C-1-b: By September 30th of each project year, students at IEAZI's three	**Performance Measure C-1-b:** By September 30th of each project year, 80% of the 1,464 Community School

academic standards for health and wellness, which address social, health, nutritional, and mental health.	Community Schools and students participating in OST programming delivered at the three Community Schools will have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.	students served in school and through OST programming will indicate in reliable and valid pre- and post-surveys that they have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.
	Outcome C-1-c: By June 30th, 2024, on-site mental health treatment and primary care services will be provided for students at the three Community Schools, and a referral system for mental health and primary care services that cannot be provided on-site will have been implemented.	**Performance Measure C-1-c:** By June 30th, 2024, 100% of Community School students will have access to on-site mental health treatment and primary care services at the three Community Schools as well as referrals for mental health and primary care services that cannot be provided on-site as needed.
Objective C-2: By September	**Outcome C-2-a:** By September 30th of each project	**Performance Measure C-2-a:** By September 30th of each project year,

30th, 2024, 45% of families whose children attend each of the three Community Schools will have increased their social, physical, nutritional, and mental health and wellness in alignment with Indiana state academic standards for health and wellness, which address social, health, nutritional, and mental health.	year, IEAZI teachers and staff at the three Community Schools will have increased their ability to assist parents in improving their social-emotional skills, physical fitness and nutrition, and mental health.	at least 80% of teachers and staff at the three Community Schools will indicate in reliable and valid pre- and post-surveys that they have increased their ability to assist parents in improving their social-emotional skills, physical fitness and nutrition, and mental health.
	Outcome C-2-b: By September 30th of each project year, parents of students at IEAZI's three Community Schools and parents of students participating in OST programming delivered at the three Community Schools will have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.	**Performance Measure C-2-b:** By September 30th of each project year, 80% of the parents of the 1,564 Community School students served in school and through OST programming will indicate in reliable and valid pre- and post-surveys that they have increased their ability to employ social and emotional skills, maintain physical fitness, consume nutritious foods and beverages, and care for their mental health.
	Outcome C-2-c: By June 30th,	**Performance Measure C-2-c:** By

	2024, on-site mental health treatment and primary care services will be provided for parents of students at the three Community Schools, and a referral system for mental health and primary care services that cannot be provided on-site will have been implemented.	June 30th, 2024, the parents of all Community School students will have access to on-site mental health treatment and primary care services at the three Community Schools as well as referrals for mental health and primary care services that cannot be provided on-site as needed.

Quantitative and Qualitative Assessment Instruments for Goal C

Each year, the following instruments will be used to assess progress towards achieving Goal C: 1) pre- and post-surveys assessing teacher, staff, and OST instructor learning related to their ability to support student and family needs for social-emotional skill development, physical fitness and nutrition, and mental health, 2) pre- and post-surveys assessing teacher, staff, and OST instructor learning related to their ability to refer students and families to IEAZI Full-Service Community Schools program supports addressing social-emotional skill development, physical fitness and nutrition, and mental health, 3) feedback from teachers, staff, and OST instructors on professional development provided around student and family needs and opportunities related to social-emotional skill development, physical fitness and nutrition, and mental health, 4) content analyses of professional development materials and curricula, 5) attendance records for professional development offerings, 6) pre- and post-surveys assessing student social-emotional skills development, as developed by the external evaluator to measure student self-regulation and social-emotional skills and administered during in-school and OST

time, 7) pre- and post-surveys assessing student daily physical activity in minutes per day, 8)
pre- and post-surveys assessing student physical fitness as measured by the Presidential Youth
Fitness Program and administered during Physical Education class in the Community Schools,
9) pre- and post-surveys assessing student nutrition as measured by daily consumption of fruit
and vegetables and administered during in-school and OST time, 10) records of the numbers of
students and families accessing primary care and mental health services and referrals on-site at
the Community Schools, and 11) feedback from program participants, HealthNet primary care
providers, and Families First staff on the needs and opportunities for the provision of more
effective primary care and mental health services.

Table 17: Aligned Objectives, Outcomes, and Performance Measures for Goal D

Goal D: Develop and implement a culture promoting systems and policy change among IEAZI partners using the Community School Systems Standards created by the Institute for Educational Leadership, which include Collaborative Leadership and Strategic Capacity, Strategic and Accountable Community Partnerships, Community and Family Engagement, Data Use and Results, Communications, Supportive Policy, and Sustainable Financing and Resource Development.		
Objective D-1: By September 30th, 2024, a culture promoting systems and policy change will be established to	**Outcome D-1-a:** By September 30th of each project year, planning for the next year of the IEAZI's Full-Service Community Schools program will have been undertaken.	**Performance Measure D-1-a:** By September 30th of each project year, more detailed plans for implementing and sustaining the Full-Service Community Schools program will have been developed, specifying specific goals, objectives, milestones, and funding targets for the year.

support the implementation and evaluation of the Full-Service Community Schools program at the schools.	**Outcome D-1-b:** By September 30th of each project year, the IEAZI Management Consortium and Program Management Team will have been established, meeting regularly to ensure the active and continuous implementation of a culture promoting systems and policy change as well as the achievement of continuous progress related to the objectives and outcomes in this proposal.	**Performance Measure D-1-b:** By September 30th of each project year, the IEAZI Management Consortium and Program Management Team will have met monthly to develop and implement the culture promoting policy and systems change and to review and discuss progress in achieving program objectives and outcomes with each other and with program staff and school personnel.
	Outcome D-1-c: By January 1st, 2020, IEAZI's evaluation plan will have been finalized for implementation in partnership with the external evaluation partner.	**Performance Measure D-1-c:** By January 1st, 2020, a refined project evaluation plan will have been developed.
	Outcome D-1-d: By	**Performance Measure D-1-d:** By September 30th of each project year,

	September 30th of each project year, partners providing services along the Services Pipeline will have been assessed as functioning effectively.	results from the biannual Focus Group & Interviews report will show that students, parents and guardians, service providers, school staff and administrators, and organizational leadership believe the collaborative partnership is functioning effectively in its implementation of the Full-Service Community Schools program at the three Community Schools. In addition, each project year will show 5% growth in the proportion of those participating in focus groups and interviews who believe the collaborative partnership is functioning effectively in implementing the program at the Community Schools.

Quantitative and Qualitative Assessment Instruments for Goal D

Each year, the following instruments will be used to assess progress towards achieving Goal D: 1) content analyses of plans produced for implementing and sustaining the Full-Service Community Schools program, 2) minutes from monthly Program Management Team and Management Consortium meetings and any and all documentation shared at these meetings

detailing the work of the Team, Consortium, service providers, school personnel, and others, 3) documentation of the detailed evaluation plan, 4) the biannual Focus Group and Interviews report, including any and all pre- and post-Likert surveys assessing the IEAZI's effectiveness in implementing the Full-Service Community Schools program, and 5) feedback from the Program Management Team and Management Consortium on professional development received and progress made toward achieving results.

Valid and Reliable Performance Data on Outcomes

The IEAZI has worked in partnership with the external evaluator and a high-capacity team of experienced partners to ensure that its methods of evaluation and assessment instruments utilized will produce valid and reliable performance data with respect to the Full-Service Community Schools program's outcomes.

As previously mentioned on pg. 194, the objective performance measures described in the tables above will be developed, piloted, and checked for reliability and validity beginning January 1st, 2020 and continuing through January 1st, 2021. These objective measures will be bolstered with formative measures of program processes and participant perceptions. The qualitative performance measures for the program will include site observations; assessments of service provider policies and practices; assessments of classroom and OST lesson plans as well as related documents concerning curriculum change; site-level document analysis of referral lag times between partners; and biannual focus groups and interviews with program participants, service providers, school staff and administrators, and organizational leadership. Throughout the program's implementation, these quantitative and qualitative data will be used to inform the Program Management Team and Management Consortium as they assess the program's effectiveness and impact in collaboration with the external evaluator and determine the necessity of modifying program delivery.

In addition, as previously mentioned on pg. 194, in order to establish the appropriate validity and reliability of the instruments to be used in the evaluation design, the external evaluator will seek to primarily utilize standardized instruments for which there are previously established validity and reliability coefficients; these coefficients will be reported. For those instruments for which there are not previously established validity and reliability coefficients, such as the surveys to be utilized for data collection, the external evaluator will be responsible for developing and piloting all new instruments in order to assess their validity and reliability. It is expected that the validity and reliability coefficients (Cronbach's alpha) for all standardized instruments and for all instruments developed during the course of the IEAZI's implementation of its Full-Service Community Schools program will be at least 0.80, a value deemed appropriate in related research and evaluation.

Finally, IEAZI, in partnership with the external evaluator and the highly-qualified evaluation team, has created an evaluation design that inherently provides security against threats to the validity and reliability of the evaluation. This design utilizes a repeated series of pre- and post-assessments before and after the introduction of new programming to students and families in the study of whether the programming is effective. The design additionally utilizes validated assessment instruments and evaluation methods, described above and eventually will utilize a quasi-experimental design that meets WWC standards for reliability and validity to rule out alternative explanations for results.

With its utilization of valid and reliable objective performance measures, data collection instruments, and methods of evaluation including pre- and post-assessments and the eventual employment of a quasi-experimental design that meets WWC standards for reliability and validity, the IEAZI will implement strong measures to ensure the validity and reliability of all

data collected, analyzed, produced, and reported on the relevant outcomes of its Full-Service

Community Schools program. In turn, this performance data will inspire confidence in the

effectiveness of the program while providing a solid infrastructure for any future studies to be

conducted.

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