

New York City Community Learning Schools
PR#U215J190097

Project Title. Community Learning Schools/NYC Department of Education Full-Service Community Schools Program

Description of Target Population. Community Learning Schools, a not-for-profit organization created by the United Federation of Teachers (UFT), the Partnership for New York City, the New York City Council, and Trinity Wall Street, is pleased to submit this consortium application in partnership with the New York City Department of Education (NYCDOE). CLS intends to leverage its seven-year track record recruiting and supporting five cohorts of community schools in NYC to support the transformation of three of the school district's Title I elementary school buildings in the borough of the Bronx—PS 18, PS 48, and PS 369—into full-service community schools that individually and collectively offer a pipeline of student, family, and community services in the South Bronx, one of the city's – and nation's – most challenged communities. Approximately 1,250 students in grades 3K through 5 will be served by the project each year.

Project Goals and Outcomes. Two overarching goals have been established for the CLS/NYCDOE grant: (1) Develop the capacity of target school staff to build and sustain the FSCS model during and beyond the federal funding period; and (2) Support the design and implementation of a research- and evidence-based model at three high-needs elementary schools (PS 18, PS 48, and PS 369) in order to address pressing student and family needs and improve academic, social-emotional, and health and mental health outcomes for participating students and family and community members. Effective and efficient implementation of the FSCS project design promises to produce a robust set of outcomes at the student, school, staff, family, and community levels. Activities associated with the first project goal are designed to build the knowledge base of school and project staff in community schools best practices; support the leveraging of internal and external resources at the school level for FSCS implementation, both during and beyond the five-year FSCS grant period; and promote increased coordination and integration within and across FSCS schools of pipeline services designed to meet the full gamut of educational, social, health and wellness, and economic needs of the target communities. Furthermore, it is expected that the work of the CLS/NYCDOE Steering Committee and of the school-based Advisory Boards will promote a greater sense of shared ownership of and commitment to the FSCS model among all stakeholders and serve to promote greater family engagement in the school community. Activities associated with the second project goal will result in improved school climate; increased staff capacity to implement the practices covered in professional development (e.g., Reading Rescue early literacy practices, therapeutic crisis intervention, positive behavior interventions and support, social-emotional learning skills, and restorative practices); improved outcomes for students, including reduced rates of suspension and other disciplinary infractions, reduced rates of chronic absenteeism, higher rates of proficiency in ELA and mathematics, and improved health and mental health outcomes; and fewer unmet health and mental health needs and issues with job readiness and financial insecurities for parents and community members.

Partnerships. Supporting the CLS/NYCDOE FSCS initiative is a robust set of community partners, including city agencies, community-based organizations, and medical and mental health providers. In addition, the consortium will engage the services of an external evaluator to conduct a formative and summative evaluation of the project.