

Community Learning Schools/New York City Department of Education  
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**A. Quality of the Project Design**

Introduction

The New York City Community Learning Schools Initiative (hereafter referred to as CLS), 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 to the U.S. Department of Education’s Full-Service Community Schools Program 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 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 one of the city’s most challenged communities.

The UFT believes that strong schools and strong communities go hand in hand. In 2012, the UFT leveraged its relationship with teachers and schools to implement a community school approach to change the way in which schools and communities work together to support children. CLS is designed to benefit neighborhoods by transforming schools into community “hubs” in an effort to meet the needs of students, youth, families, and community members and to facilitate partnerships between schools, non-profits, business, and government in order to remove barriers to learning; minimize disruptions to the day-to-day life of students, parents, and the school; and raise the level of achievement of the school community. Because every community has unique needs, each school hub design is unique. The scope of programs and services is established through parent, educator, and community consensus based on identified needs. The schools rely on a robust set of partners to provide these services. CLS helps schools to be more entrepreneurial

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and creative in the way they seek partners and utilize the school building, and empowers schools to build and sustain the Community School model. Starting with one cohort of six schools in the 2012-13 school year, the CLS portfolio has grown to a total of five cohorts composed of 31 elementary, middle, and high schools in all five boroughs of New York City as of the 2018-19 school year. Now serving more than 20,000 students daily, these Community Learning Schools have established a set of best practices that have been shown to enhance outcomes for students and their school communities (see response to Competitive Preference Priority 3 for details of CLS' effectiveness in New York City).

Additionally, CLS has been actively involved since its inception in several community school networks, affiliations, and children's health groups to both support the community school movement at the city, state, and national levels, and also to contribute to community school best practices and advocacy efforts. Some of these include: the six-state National Coalition of Community Schools State Network; Healthy Students, Promising Futures Learning Collaborative, which is a 10-state collaborative formed by the US Department of Health and Human Services, the US Department of Education, and the Centers for Medicaid and Medicare Services; NY State Community School Network; NY State School Based Health Alliance; NYCDOE Community School Advisory Board; the Campaign for Effective Behavioral Health Supports for NYC Students; and Children's Health Fund.

The FSCS grant provides an opportunity for CLS to build upon its growing network of New York City community schools in two important and inter-connected ways. First, the model of the Full-Service Community Schools as articulated in the federal grant program provides support for our existing and new community schools to expand beyond the four walls of the school buildings and build even stronger bridges into the communities they serve.

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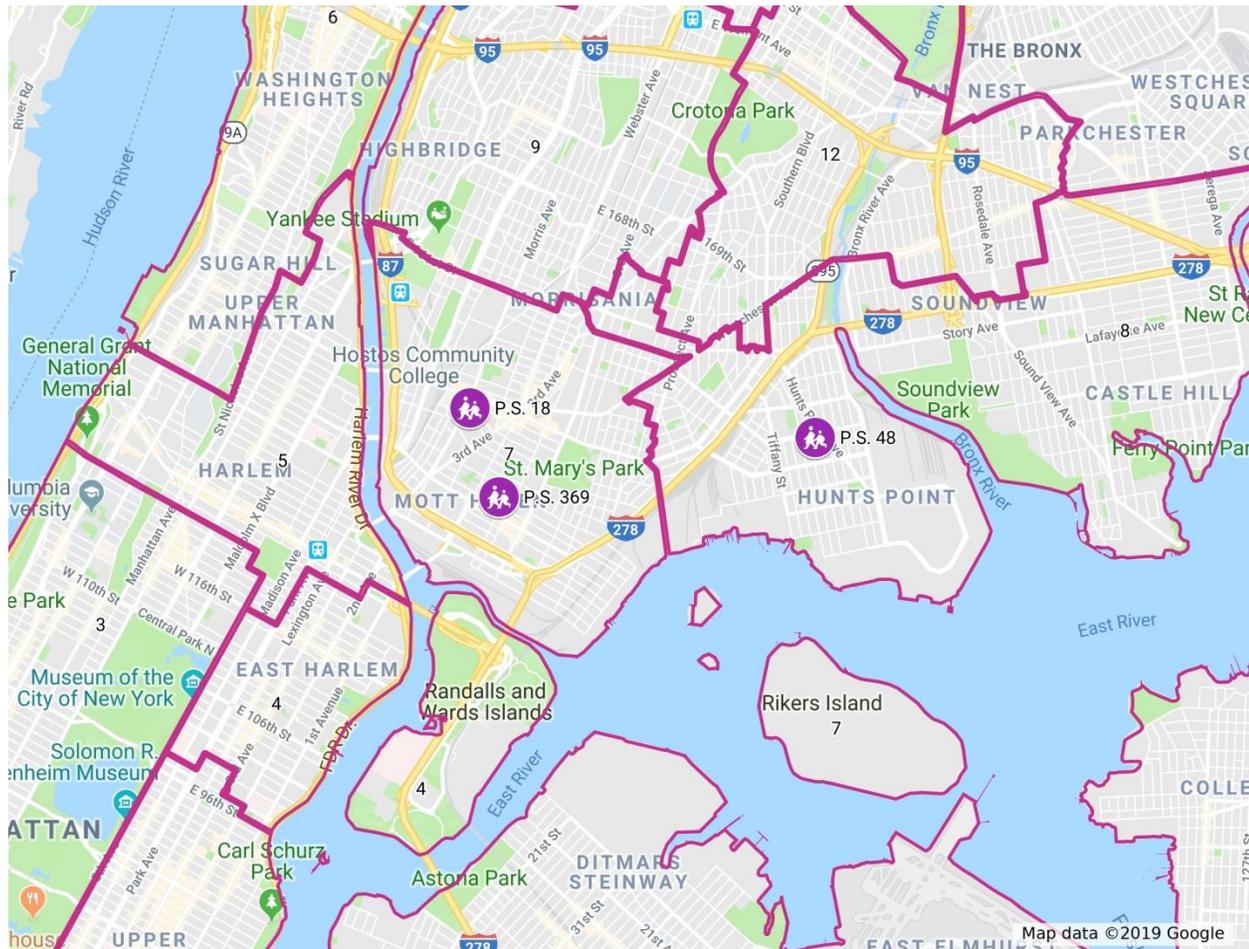
Second, by selecting three schools all located in the same geographic area – one of the poorest Congressional districts in the nation – we are poised to design, implement, and assess the effectiveness of a place-based approach to our work. Growth of the CLS model to date has been on a school-by-school basis, engaging with school communities ready, willing, and able to transform their buildings into community schools. We recognize the synergistic potential of working with multiple community schools in adjoining neighborhoods for addressing CLS’ twin goals of impact and scale.

Community Profile

Figure 1 on page 5 shows the three schools to be supported by the FSCS grant over the five-year funding period: PS 18, PS 48, and PS 369. These schools are located in two adjacent neighborhoods in the South Bronx—Mott Haven and Hunts Point—and are affiliated with two different NYCDOE Community School Districts: CSD 7 (PS 18 and PS 369) and CSD 8 (PS 48).

The population of Mott Haven/Hunts Point is predominantly Hispanic, with over two thirds of residents (67.5%) reporting this as their ethnicity. Another 28.7% of the communities’ residents are Black, with Asian, White, and Other totaling 3.7%. The rate of foreign-born residents is slightly lower than that of the Bronx (29.6% versus 36.4%) and of the city as a whole (37.1%). As of 2017, the rate of individuals with Limited English Proficiency was 27.6% in the target community—slightly higher than for the borough (26.4%) and city (22.9%) (US Census Bureau, ACS 1-Year Estimates, 2005-2017).

**Figure 1. Map of FSCS Target Schools and Communities**



At 44.2%, the poverty rate among Mott Haven and Hunts Point residents is the highest rate in New York City—surpassing the rate of 28% for the Bronx (the borough with the highest poverty rate) and more than twice the rate of NYC (18%). The median income in the target community as of 2017 was \$20,966, considerably lower than the median income of Bronx residents (\$35,369) and almost three times lower than for NYC as a whole (\$57,813). The unemployment rate for Mott Haven/Hunts Point was 13.5%, double the NYC unemployment rate (6.4%) and surpassing the Bronx rate (10.9%). Adding insult to injury, the residents of the target community have a median rent burden that is higher than the borough-wide and city-wide rates (38%, 37%, and 32%, respectively) (US Census Bureau, ACS 1-Year Estimates, 2005-2017).

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Health risk factors are very prevalent in the Mott Haven/Hunts Point community, ranging from high rates of pre-term births, low birth weight, teen birth rate, asthma emergency department visits, and obesity among public elementary and middle school students. Data showing these rates for the target community, borough, and city are provided in Table 1 below.

**Table 1. Health Risk Factors**

<b>Risk Factors</b>	<b>Mott Haven</b>	<b>Hunts Point</b>	<b>Bronx</b>	<b>NYC</b>
Pre-term Births (2016)	11%		10%	9%
Low Birth Weight (2016)	10%		9%	8%
Teen Birth Rate (2016)	27.6%	24.5%	24.8%	17.2%
Asthma ER Visits ages 0-14 per 10,000 residents (2016)	112 <sup>1</sup>	88 <sup>2</sup>	72	36
Obesity Among ES and MS Students (2016)	24.3%		22.3%	20.7%

*Source: NYC Department of Health and Mental Hygiene, Bureau of Vital Statistics*

The neighborhoods surrounding the target schools had disproportionately high rates of mental health-related emergency room visits. Of every 100,000 residents, 848 Mott Haven/Melrose<sup>3</sup> and 868 Hunts Point/Longwood<sup>4</sup> residents have been hospitalized for psychiatric treatment, as compared to 684 NYC residents. Mott Haven/Melrose and Hunts Point/Longwood residents additionally demonstrate extremely high rates of hospitalizations due to alcohol or drug use--about double the rate for NYC residents overall.

According to Neighborhood Scout, which uses crime statistics from more than 18,000 local law enforcement agencies to develop crime statistics for each neighborhood in the nation on

<sup>1</sup> This statistic represents data from the Mott Haven/Melrose neighborhoods combined.

<sup>2</sup> This statistic represents data from the Hunts Point/Longwood neighborhoods combined.

<sup>3</sup> As data for these two neighborhoods are reported in aggregate, these data serve as a proxy for Mott Haven health statistics.

<sup>4</sup> As data for these two neighborhoods are reported in aggregate, these data serve as a proxy for Hunts Point health statistics.

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a 1-100 scale, Mott Haven and Hunts Point are among the least safe of all US neighborhoods (Neighborhood Scout, 2019). In Mott Haven, the chances of a resident becoming a victim of a violent crime (i.e., murder, rape, robbery, or assault) are 1 in 58 compared to 1 in 102 in the Bronx and 1 in 280 in New York State. The violent crime rate is almost double that of the Bronx, at 17.3 per 1,000 residents versus 9.85 per 1,000 Bronx residents and 3.57 per 1,000 NYS residents. Similarly, the property crime rate (including burglary, theft, and motor vehicle theft) in Mott Haven is 43.16 per 1,000 residents, more than double the Bronx rate (20.52 per 1,000 residents) and triple the NYS rate (15.14 per 1,000 residents). In Hunts Point, the chances of a resident becoming a victim of a violent crime (i.e., murder, rape, robbery, or assault) are even higher, at 1 in 67 compared to 1 in 102 in the Bronx and 1 in 280 in New York State. The violent crime rate is almost double that of the Bronx, at 14.95 per 1,000 residents versus 9.85 per 1,000 Bronx residents and 3.57 NYS residents. The property crime rate (including burglary, theft, and motor vehicle theft) in Hunts Point is 26.43 per 1,000 residents, slightly higher than the Bronx rate (20.52 per 1,000 residents) and NYS rate. According to Neighborhood Scout's analysis of crime data, Mott Haven is safer than only 4% of neighborhoods nationwide; Hunts Point – 5% safer.

FSCS School Profiles

**P.S. 18 John Peter Zenger** is a Title I elementary school (PK-5) located in the Mott Haven neighborhood of the South Bronx with a population of approximately 581 students as of the 2018-19 school year. Mirroring the demographics of the community, just over two thirds (68.2%) of the students attending PS 18 are Hispanic and 26% are Black. Approximately 97.4% of the students qualify for free or reduced lunch. One third (32.7%) of the students are English language learners (ELLs) and one in four students (25%) qualifies for special education services.

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Twenty-two percent of PS 18 students reside in temporary housing. PS 18 students experience significant academic challenges. In 2018, 24% of students were proficient in English language arts (ELA) and 24.5% were proficient in math, where proficiency is defined as scoring at level 3 or 4 on the NYS Standardized reading and math tests.<sup>5</sup>

The fact that PS 18 is located near a major transportation hub presents a number of significant challenges. Being in close proximity to methadone clinics, temporary housing shelters, a public park, and across the street from Lincoln Hospital often results in people loitering outside of the school while participating in illicit activities. In addition to the economic struggles that our families face, many of our parents and children have experienced trauma and suffer from mental health issues.

Due to past and current experiences, and generational trauma, many of the PS 18 students exhibit outbursts and incidences of crisis. Uncooperative and disruptive behaviors show that students lack socialization and coping skills, and do not know how to cooperate, work well with others, or express their feelings and needs. According to school staff, approximately 25% of students may be in crisis or need extra support on any given day. Many parents need social and emotional support as well, and as a result, they do not have the skills and experiences needed to support their children. Other parents are not present at all, sometimes due to incarceration or other reasons that result in frequently changing caregivers.

**PS 48 Joseph R. Drake Elementary School** has a total enrollment of 670 students in grades PreK-5 as of the 2018-19 school year. The entire student population (100%) is eligible for free/reduced lunch; about one third (32%) of the students are eligible for special education services and 23% are ELLs. Over one third of the school's students, 35%, live in temporary

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<sup>5</sup> <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

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housing. Just under three quarters (73%) of the students are of Hispanic origin, and another 24% are Black. As of spring 2018, 22.5% of the students were proficient in ELA and 19.7% were proficient in math.

Staff at PS 48 report a wide range of behavioral issues—including bullying, students leaving classrooms without permission, students not able to comply with classroom rules, and students not able to self-regulate in conflict situations, among others—which are in evidence in the NYCDOE’s three-year Level 1-5 Incident and Suspension report for the school. In 2017-18, there were a total of 193 incidents, with the majority (152, or 79%) level 3 offenses or above and a total of 21 suspensions.

The school assessment team conducts evaluations to determine special education eligibility. During this process, the team has noticed significant areas of concerns among the children in the school community as follows:

- Children exposed to domestic violence between parents and in an environment that exposes them to frequent extreme violence
- Children whose parents are incarcerated
- Children whose parents are deceased
- Children in foster care
- Children demonstrating aggressive, oppositional, defiant, and using inappropriate language among themselves and towards adults. (bullying among students)
- Children with suicide ideation (5 cases officially reported)
- Children with characteristics of PTSD
- Children exposed to parental substance abuse

Our third FSCS school, **PS 369 Young Leaders Elementary School**, which will come on

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line in the grant’s third year, is located a few blocks south of PS 18. As of the 2018-19 school year, the school served 253 students in grades 3K-5. A significant percentage of the school’s population are ELLs (44%), and over one third (36%) are students with disabilities. Over three quarters (78%) of the students are Hispanic, and another 20% are Black. As of spring 2018, 20.4% of the students were proficient in ELA and 21.8% were proficient in math.

1. *The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable*

The table below provides the overarching framework for the CLS FSCS project.

**Table 2. FSCS Goals, Objectives, and Outcomes**

<b>Goal 1:</b> Develop the capacity of target school staff to build and sustain the FSCS model during and beyond the federal funding period.	
<b>Process Objectives:</b>	<b>Measurable Outcomes:</b>
<ul style="list-style-type: none"> <li>• Each year of implementation, CLS will convene the FSCS consortium Steering Committee on a quarterly basis to guide and inform the design, implementation, and assessment of the FSCS initiative.</li> <li>• Each year of implementation, the CSDs at each FSCS will establish and convene the Advisory Boards at least monthly to guide and inform the design, implementation, and assessment of the FSCS initiative at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of each implementation year, at least 80% of FSCS team school staff will report increased knowledge of best practices in Community Schools implementation.</li> <li>• At the end of each implementation year, at least 85% of Advisory Board members will report increased service coordination through the work of the CSD and a sense of shared ownership of the FSCS model in their schools.</li> </ul>

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<ul style="list-style-type: none"> <li>• Each year of implementation, CLS will design and conduct 21 hours of training and coaching for three school leaders in key pillars of Community School model to support sustainability of the model after the federal funding period.</li> <li>• Each year of implementation, CLS will design and conduct 28 hours of training and coaching for school teams in Community School best practices to support effective and efficient implementation of the model.</li> <li>• Each year of implementation, CLS will design and conduct 40 hours of training and coaching for the CSDs, Advisory Boards, Principals, and Program Manager in Community School best practices to support effective and efficient implementation of the model.</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of each implementation year, at least 75% of school staff will report greater awareness and impact of FSCS programs and services in their school buildings.</li> <li>• At the end of each implementation year, at least 80% of Advisory Board members will report increased use of data to inform FSCS program implementation and refinement.</li> <li>• By the end of the five-year funding period, each FSCS will have leveraged at least \$50,000 in external resources to sustain FSCS operations.</li> </ul>
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**Goal 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.

<p><b>Process Objectives:</b></p> <p><b>School/Staff Objectives:</b></p> <ul style="list-style-type: none"> <li>• Each year of implementation, CLS will facilitate the completion of a comprehensive needs assessment and annual service plan to identify key service priorities for target school staff,</li> </ul>	<p><b>Measurable Outcomes:</b></p> <p><b>School/Staff Outcomes:</b></p> <ul style="list-style-type: none"> <li>• At the end of each implementation year, at least 85% of staff will report improved school climate over the prior school year.</li> <li>• At the end of each implementation year, at least 85% of staff who participated in a</li> </ul>
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students, families, and community members.

- Each year of implementation, the number of target school staff at PS 18 and PS 48 trained in PLC practices will increase by 20%.

**Student Objectives:**

- Each year of implementation, at least 700 students at PS 18, PS 48, and PS 369 will participate in an enrichment after-school program.
- Each year of implementation, the number of students at PS 18, PS 48, and PS 369 who access on-site mental health services will increase by 10% over the prior year.
- Each year of implementation, the number of students at PS 18, PS 48, and PS 369 who access vision screening services will increase by 10% over the prior year.
- Each year of implementation, the number of students who access on-site health services will increase by 10% over the prior year.
- Each year of implementation, the numbers of first grade students receiving Reading Rescue services will increase by 5% over the prior year.

minimum of 4 days of PLC training will report increased capacity to implement therapeutic crisis intervention.

- At the end of each implementation year, at least 85% of staff who participated in a minimum of 20 hours of Reading Rescue training and/or coaching will report increased capacity to implement the early literacy practices covered.

**Student Outcomes:**

- At the end of each implementation year, there will be at least a 15% reduction in the number of students suspended or with other disciplinary infractions at each FSCS target school.
- At the end of each implementation year, there will be 10% reduction in the number of students who are chronically absent at each FSCS target school.
- At the end of each implementation year, there will be at least a five percentage point increase in ELA and math proficiency rates at each FSCS target school, with data examined by student subgroups (e.g., students with disabilities, ELLs, and low-income).
- At the end of each implementation year, the students who receive Reading Rescue services will demonstrate a statistically

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<p><b>Family/Community Objectives:</b></p> <ul style="list-style-type: none"> <li>• Each year of implementation, the number of parents/caregivers who attend at least two family engagement activities will increase by at least 20% over the prior year.</li> <li>• Each year of implementation, at least 25 parents/other community members from each target FSCS school will participate in at least two hours of adult education, job training, and/or workforce readiness classes.</li> </ul>	<p style="text-align: center;">significant gain in mastery of their foundational reading skills</p> <p><b>Family Outcomes:</b></p> <ul style="list-style-type: none"> <li>• At the end of each implementation year, at least 85% of parents will report satisfaction with the services offered through the FSCS initiative at each FSCS target school.</li> <li>• At the end of each implementation year, at least 70% of parents will report that their children’s behavior in school has improved over the prior year.</li> <li>• At the end of each implementation year, at least 70% of parents will report that they and their children have fewer unmet health and mental health needs over the prior year.</li> </ul>
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2. *The extent to which the proposed project design is appropriate to, and will successfully address, the needs of the target population or other identified needs*

The CLS team that developed this FSCS funding proposal leveraged a comprehensive set of needs and resource assessment activities in order to develop a five-year program design that, if implemented with fidelity, will result in three high-poverty elementary schools serving as model full-service community schools within two of the most challenged communities in New York City. The FSCS project design process was a collective effort of CLS staff at both the Central and school levels, NYCDOE staff at the Central and school levels, a wide range of community partners, and the external evaluator with the following objectives in mind:

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- to identify areas of unmet need in the target school communities that could be addressed through new or expanded FSCS services (e.g., addressing low achievement levels in ELA and math);
- to highlight gaps in the pipeline of FSCS services that could amplify the impact that the FSCS model is having in the target communities and building linkages with community organizations that can fill these gaps (e.g., amplifying the set of mental health supports for children and parents);
- to identify existing services that are underutilized in the two existing target schools and the reasons for this underutilization that could be remedied through the grant (e.g., low levels of parent engagement and participation in school-based activities); and
- to offer a robust set of training and coaching services that would build the capacity of school staff to institutionalize and sustain research- and evidence-based FSCS practices beyond the federal funding period (e.g., early literacy intervention, training in therapeutic crisis intervention).

Table 3 provides an overview of the results of this comprehensive development process. The table identifies for each school the existing FSCS services and the new or expanded services that will be implemented over the five-year project period. A detailed description of these services is provided in the Quality of Project Services section that follows.

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**Table 3. Overview of FSCS Pipeline Services**

<b>School</b>	<b>Yrs in Grant</b>	<b>Existing Services (Pipeline #)</b>	<b>New or Expanded Services (Pipeline #)</b>
PS 18	1-2	High-quality early childhood (a) High-quality school programs (b) High-quality OST (b) Educational transitions (c) Family/community engagement & support (d) Social, health, nutrition and mental health supports (g)	Job and workforce readiness (e) Social, health, nutrition and mental health supports (g) Juvenile crime prevention (h)
PS 48	1-5	High-quality early childhood (a) High-quality school programs (b) High-quality OST (b) Educational transitions (c) Family/community engagement & support (d) Social, health, nutrition and mental health supports (g)	High-quality school programs (b) Job and workforce readiness (e) Social, health, nutrition and mental health supports (g) Juvenile crime prevention (h)
PS 369	3-5	High-quality early childhood (a) High-quality OST (b) Educational transitions (c) Family/community engagement & support (d) Social, health, nutrition and mental health supports (g)	High-quality school programs (b) Job and workforce readiness (e) Social, health, nutrition and mental health supports (g) Juvenile crime prevention (h)

**B. Quality of the Project Services**

Service Delivery Framework

It is foundational to the mission of the UFT—and by extension CLS—that each and every child receive a quality education and access to the opportunities they need to succeed. Children depend on their families, schools, and communities to gain the tools necessary for success. This important goal cannot be achieved through classroom and school experience alone, but requires the delivery of sustainable health and human services. The community schools movement is based on the recognition of our collective responsibility as a society to support our city’s children and improve their educational outcomes.

Originally adapted from an evidence-based Community Learning Center model that was developed over a decade ago by the Cincinnati Public Schools, the CLS model is designed to strengthen public schools through the integration of services that address the needs of children in a holistic way. By transforming schools into “community hubs” connecting service organizations to school buildings, providers are closest to the people they serve and students and community members have immediate access to the services they need.

Leveraging the growing body of evidence and practitioner knowledge about the Community School model’s effectiveness from across the country<sup>6</sup> as well as our own experience in New York City, CLS has established a set of best practices in its community school service delivery approach that have been shown to enhance outcomes for students and their school communities (see response to Competitive Preference Priority 2 - Evidence of Effectiveness).

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<sup>6</sup> Community School Standards developed by the Institute for Educational Leadership and the Coalition for Community Schools (2017); Community School Guiding Principles (IEL & CCS, 2017); Building Community Schools: A Guide for Action (Children’s Aid Society National Center for Community Schools, n.d.)

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These best practices will be integral to the replication of the CLS model in the South Bronx FSCS:

- Efficient delivery of the model through the role of a full-time embedded Community School Director (CSD), who assesses the needs of her/his school and leverages community resources to provide customized solutions;
- Establishment and ongoing operation of a School Advisory Board composed of administrators, teachers, parents, school staff, community members, and local businesses and service organizations that establishes, prioritizes, reviews data, and monitors the effectiveness of program services and activities;
- A focus on engaging, training, and empowering teachers;
- Facilitating buy-in and involvement from school leaders, staff, educators, and principals, establishing true ownership of their Community School model;
- Coordination and collaboration among services providers; and
- Providing professional development opportunities and sharing knowledge and best practices among schools.

The three schools slated for this FSCS initiative are in different stages of community school implementation. PS 18 joined CLS in 2012-13, and has many of the structures and supports of a model community school in place. The two years of FSCS support will enable the school to complete the development of its pipeline and maximize the reach of its services. The 2017-18 school year was PS 48's first as a CLS. The full-time CSD was hired in fall 2018, and he has hit the ground running working with the Advisory Board and the CLS team to flesh out programs and services to address the six pillars of the CLS model. PS 48 will receive five years of support from the FSCS grant, with the goal of the FSCS being self-sustaining at the end of this period.

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Preliminary conversations have taken place with PS 369, slated to join the FSCS project in the third year of the grant. CLS has an established protocol and timeline for bringing new schools into the CLS portfolio, which will be adapted for PS 369. In the spring of 2021, CLS will facilitate a series on onboarding meetings involving the school principal, school planning team (consisting, at a minimum, of the principal, chapter leader, and a parent), and other key stakeholders. Among the very next steps, ideally completed by June 2021, will be the recruitment, hiring, and orientation of the full-time Community School Director. During the summer of 2021, monthly meetings of the school planning team will take place and both the CSD and principal will participate in the respective CLS Summer Institutes for CSDs and Principals. During this onboarding process, the school planning team transitions into the school Advisory Board, which plays a significant planning, decision making, and monitoring role in the operation of a CLS school (more details about the Advisory Board are provided in the Quality of Management Plan section below). The table below shows the FSCS implementation schedule.

**Table 4. FSCS Implementation Schedule**

<b>School</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
PS 18	X	X			
PS 48	X	X	X	X	X
PS 369			X	X	X

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- 1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability*

Both CLS, under the auspices of the UFT, and the NYCDOE have non-discriminatory practices in place that will be applied to all FSCS students, staff, and community members.

The Affirmative Action Plan of the UFT, adopted in 2012 and still in force today, was developed to provide positive action and to assure that equal employment opportunities are given to all minorities and women who are employed by or seek employment with the UFT. The specific objectives of the Plan are to: 1) identify underrepresentation of minorities or people of color and/or women and the underutilization of women and minorities of any racial and ethnic group in the Plan at all levels of employment; 2) establish realistic policies and practices to achieve the goal of full utilization of women and minorities or people of color; 3) make prompt good-faith efforts to meet the goal of full utilization; and 4) to provide data collection, evaluation, and reporting systems to evaluate the effectiveness of the Plan. The UFT Director of Personnel and Affirmative Action Officer are responsible for the internal and external dissemination of all policies.

In accordance with federal, state and city law, it is the policy of the Department of Education of the City of New York to provide equal employment opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, unemployment status, caregiver status, consumer credit history, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of

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harassment on any of the above-noted grounds, including sexual harassment or retaliation. It is the policy of the NYCDOE to provide equal educational opportunities without regard to actual or perceived race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender (sex), or weight and to maintain an environment free of harassment on the basis of any of these grounds, including sexual harassment or retaliation.

Additionally, the design of the proposed FSCS grant, as embodied in the pipeline of services to be implemented in the target school communities and described later in this section, aligns fully with the policies and practices of both the NYCDOE and CLS that ensure that members of underrepresented groups have equal access to all programs, activities, and services offered through the project.

All programs and services to be offered through the FSCS will be accessible to students with disabilities. This population ranges from a quarter to more than a third of the population at the target schools, specifically 25% of the student body at PS 18, 30% at PS 48, and 36% at PS 369. All three buildings are at least partially -- if not entirely -- handicap accessible (e.g., the first floor of the building may be accessible while others may not), allowing for equity of access to students, family, and community members with physical disabilities.

In order to alleviate barriers to access among parents, we have built supports into the pipeline of services to promote parent and community engagement in program activities (e.g., incentives, food for parent events). Additionally, linkages are currently in place or will be expanded to offer a range of adult education, job training, and financial literacy programming to family and community members at our three FSCS sites.

Significant planning has gone into the design of a robust set of services for the students and family members of the schools targeted by this grant to address the unique needs of their

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elevated numbers of students residing in temporary housing. Specifically, the NYCDOE's Bridging the Gap initiative, which provides a full-time social worker to work with this population of students and families to address trauma and mental health issues, food insecurities and other issues that cause to absenteeism, including lack of parent engagement.

Finally, as the predominant language other than English is Spanish within the target communities, all program materials for parents and community members will be translated into Spanish, with translation into other languages as needed through the use of parent volunteers conversant in these languages (e.g., Arabic, Bengali, Slovak, Niger-Congo, Soninke, and/or French for the PS 18 community).

*2. The likely impact of the proposed project services on the intended recipients*

Description of Pipeline Services

CLS partners will meet routinely both at the monthly Advisory Board meetings, and other meetings where appropriate, to coordinate and integrate core pipeline strategies with those currently in place in the target schools and in alignment with the FSCS model. As described earlier in Section A (Table 3), the proposed FSCS pipeline was developed in response to specific student, family, school, and community needs and gaps in service delivery at the target schools. In the discussion that follows we provide a summary of the existing and new or expanded pipeline services that will be implemented in the target schools.

*a) High quality early learning*

New York City's **Pre-K for All** initiative provides every four-year-old with access to free, full-day, high-quality pre-kindergarten. Before Pre-K for All, only 19,287 four-year-olds were enrolled in full-day pre-K in New York City. Through an expansion that began in the 2014–15

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school year, the program now enrolls about 70,000 pre-K students. From its inception, the expansion focused not only on ensuring access but also on investing in pre-K quality. All three FSCS schools offer universal pre-kindergarten (UPK) for four-year-olds within their buildings to promote kindergarten readiness. At PS 18, the UPK program currently serves 36 students while the program at PS 48 serves 70 students and the one and at PS 369 serves 34 students.

New York City has recently expanded early childhood education to a program for three-year-olds, called **3-K For All**. The program began in September 2017 in two community school districts, serving more than 1,500 students, and expanded in 2018–19 to 5,000 seats in a total of six districts. It is expected to continue to expand to approximately 19,000 seats across 12 community school districts by the fall of 2021. Both PS 48 and PS 369 have 3K classes, with enrollments expected to grow next year.

Both Pre-K for All and 3-K for All programs integrate and align with the knowledge of children, child development, and content across the domains of learning to plan and adapt instruction, aligning the curriculum to the Head Start Early Learning Outcomes Framework (ELOF) and the Pre-K Foundation for the Common Core (PKFCC). While the City’s programs may use any research-based, developmentally appropriate curriculum that is aligned to the ELOF (3-K) and PKFCC (Pre-K), the NYCDOE has developed and made available *Explorations* and *Interdisciplinary Units of Study* (Units) to all 3-K for All and Pre-K for All programs.

*Explorations* and *Units* follow a scope and sequence that reflects how children learn: from concrete to abstract, from inward (self) to outward (the world); it is aligned to the NYCDOE Kindergarten Social Studies scope and sequence. The research-based interdisciplinary Units of Study for Pre-K for All support student learning in all domains using developmentally appropriate practice. This scope and sequence shows a progression of interdisciplinary learning throughout

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the year that includes the development of inquiry and critical thinking, and opportunities for content exploration and skill-building that are aligned with the NYCDOE Kindergarten Social Studies and Science Scope and Sequence. The *Units* assist teaching teams in nurturing inquiry, language and problem solving skills through their organization of the classroom environment, interactions with students, use of purposeful play, incorporation of books, other texts, new vocabulary, and family engagement practices.

Grounded in the Head Start Early Learning Outcomes Framework, *Explorations* provide instructional opportunities for 3-K for All teaching staff, children, and families to connect, explore materials, and learn together. *Explorations* invite engagement in comprehensive, in-depth, play-based learning across domains. Topics and activities begin with routines and the classroom community then progress to more abstract ideas throughout the year.

In addition, sites participating in NYC Pre-K Explore implement the *Building Blocks* math curriculum in conjunction with the NYC Interdisciplinary Units of Study.

**b) High quality school programs**

The FSCS grant will be leveraged to bolster the programmatic supports in place to elevate student academic performance in the areas of literacy and mathematics, a challenge facing all of the proposed FSCS schools. In addition to supplementary programs already in place, the FSCS grant will support the implementation and scale-up of an evidence-based early literacy intervention, **Reading Rescue**, to provide intensive support to struggling first graders.

The grant will support a partnership with Literacy Trust (LT), which works with New York City public schools to elevate their literacy instruction through professional development of school staff. Trained instructors, supported by LT's staff who provide ongoing technical support, deliver Reading Rescue, which is proven to support students in first grade to reach grade-level

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reading proficiency. Reading Rescue sessions following the one-on-one format will be offered to children in 30-minute sessions conducted five days per week over the course of a single semester. Most students reach grade-level within 12-16 weeks. PS 18 is in its third year of implementing Reading Rescue and will continue to receive training and support for an additional two years. Both PS 48 and PS 369 will initiate this program through the FSCS grant.

School leaders select instructors to participate in Reading Rescue's professional development. By the second year of programming, most schools have an average of seven Reading Rescue Instructors. The goal is to identify instructors who are committed to longevity in the school so they may continue to deliver and support integration of the program into the school for years to come. Instructors may be teachers, paraprofessionals, or other staff. Because of their stability in the schools and their personal desires to develop professionally, many school partners select paraprofessionals; currently, 30% of adult participants are paraprofessionals.

All instructors receive eight days of professional development delivered by LT over a two-year period. This professional development incorporates the five pillars of literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension. Throughout the sessions, participating staff learn research-based best practices for accelerating literacy for struggling first graders. Participants develop skills in how to assess foundational reading skills and use a strengths-based approach to promote literacy development even amongst the most challenging students.

In addition to providing professional development in a scholarly setting, Literacy Trust staff also provide ongoing support for strong implementation. This includes professional development on-site within a school context which includes monitoring for program fidelity. At least four times a year, Literacy Trust staff visit school sites and provide individual participants

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with one-on-one coaching to meet the specific needs of their students. On days when Literacy Trust staff members are not facilitating professional development sessions, they are available for remote support. LT has a 24-hour communication policy according to which they commit to returning phone calls, text messages, or email correspondence within 24 hours in order to further support Reading Rescue participants. LT also has an online resource center available for all instructors where they can access resources and exemplar videos to support their instruction.

The following represents a timeline of Reading Rescue activities for each school for their inaugural and subsequent years with the program:

<b>Start Up Year</b>	
September - October	Program Implementation Meetings Begin Screenings conducted for eligible first grade students Selected school staff members (instructors) begin Reading Rescue Professional Development Days 1-4 First Semester Students are enrolled
October - June	Site visits to monitor for program fidelity are conducted by Literacy Trust Program Manager (4 per school)
January - February	First Semester Student Cohort Graduates and Second Semester Student Cohort Begins
January - March	Instructors receive Day 5 of Reading Rescue professional development
June	Second Semester Cohort Graduates End of year data collection and analysis End of Year Meetings are conducted by LT Program Managers

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<b>Year Two of Program Implementation</b>	
September -October	<p>Program Implementation Meetings Begin</p> <p>Screenings conducted for eligible first grade students</p> <p>First Semester Students are enrolled</p>
October - May	<p>Site visits to monitor for program fidelity are conducted by Literacy Trust Program Manager (4 per school)</p> <p>New Cohort of selected school staff members (instructors) participate in Reading Rescue Professional Development Days 1-4</p> <p>Existing Instructors Receive Reading Rescue Professional Development Days 6-8</p>
January - February	<p>First Semester Student Cohort Graduates and Second Semester Student Cohort Begins</p>
June	<p>Second Semester Cohort Graduates</p> <p>End of year data collection and analysis</p> <p>End of Year Meetings are conducted by LT Program Managers</p>
<b>Program Operation Year Three and Beyond</b>	
September -October	<p>Program Implementation Meetings Begin</p> <p>Screenings conducted for eligible first grade students</p> <p>First Semester Students are enrolled</p>
September - December	<p>Based on strong program implementation during Year 1 and 2, two instructors (from existing instructors teams) are selected to participate in three days of Reading Rescue Small Group Professional Development enabling them to serve groups of three students</p>

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October - May	<p>Site visits to monitor for program fidelity are conducted by LT Program Manager (4 per school)</p> <p>New Cohort of selected school staff members (instructors) participate in Reading Rescue Professional Development Days 1-4</p> <p>Existing Instructors Receive Reading Rescue Professional Development Days 6-8</p>
January - February	<p>First Semester Student Cohort Graduates and Second Semester Student Cohort Begins</p>
June	<p>Second Semester Cohort Graduates</p> <p>End of year data collection and analysis</p> <p>End of Year Meetings are conducted by LT Program Managers</p>

In response to research suggesting small group literacy instruction can be as effective as one-on-one instruction, in 2018, Literacy Trust piloted a small group (3 children per group) Reading Rescue intervention. Results of the pilot are being compiled and we will be analyzing data this spring. Early review suggests small group participants performed comparably to those receiving individualized tutoring. We require schools have three years of success with the Reading Rescue one-on-one intervention prior to moving to a small group model. The Community Schools described in this proposal will be offered the opportunity to avail their instructors of specialized small group training in their third year with a maximum of two instructors being trained in the small group protocol. All instructors nominated for small group must have demonstrated proficiency in Reading Rescue which is based on observations conducted by LT Program Managers. As PS 18 has already been operating the core Reading Rescue program, this school will be offered the small group professional development starting in year one

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of the grant and PS 48 will be offered the opportunity to implement small group training in year three.

In addition to Reading Rescue, PS 48 has and will maintain a partnership with **Reading Partners** at no cost to the FSCS grant. A Tier-2 literacy intervention, Reading Partners provides individualized and grade-specific one-on-one reading instruction to struggling readers in grades 3 and 4 during the school day. Reading Partners aims to help students develop the complex literacy skills necessary to be on track for or at grade-level reading proficiency by the conclusion of the school year. In addition to providing students with valuable one-on-one reading time, Reading Partners provides targeted, data-driven instruction to develop the specific literacy skills required to move towards reading proficiency. Student-tutor pairs work together for 45 minutes twice per week, following an individualized reading plan tailored to each student's particular needs and strengths as well as Reading Partners' strategic goals for student reading achievement and a research-based curriculum. Reading Partners supplements in-school tutoring with home involvement strategies such as the Take Reading Home program, which provides free age- and skill-appropriate reading materials for students to start home libraries. In addition, bi-annual reading celebration events engage parents and families to celebrate students' progress. Approximately 45 students receive services through this partnership.

CLS will work together with the PS 48 and PS 18 Community School Directors and school principals in their efforts to design and deliver supplementary services to improve students' math performance.

The **TutorHub** program was created especially as a resource for the UFT's CLS. The initiative brings social/emotional and academic services to meet needs identified by the participating schools. The UFT's TutorHub program utilizes the expertise and experience of

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retired educators to provide academic support services in the development of basic skills in literacy and math. Experienced tutors will provide one-on-one guided support and extra practice with math skills for students that the school identifies as benefiting from individualized support and small group instruction on core and essentials skills needed for state exam readiness.

Through the **College Student Intern Project** CLS will partner with surrounding local colleges' Departments of Education Master's programs and work with school leaders to recruit interns to provide support to teachers in the classroom to allow for the implementation of new interventions and smaller group work. Classroom interns will also ensure a smaller teacher-to-student ratio where students can receive the individualized instruction they merit. Interns will have the opportunity to earn the required 100 intern hours in our schools, for which they will receive a stipend.

*b) High quality out-of-school (OST) time programs*

PS 18, PS 48, and PS 369 currently offer a wide range of high quality **after-school support and enrichment programs**. Highlights of these offerings include:

- PS 18 offers after-school and summer academic and enrichment programs for students in grades K-5 through partnerships with DREAM REAL Kids South Bronx and New York Cares. Program offerings include literacy, sports, health and fitness, and social-worker led groups that target Social Emotional Learning (SEL). In addition, school staff offer after-school clubs, including dance and art. Approximately 384 students participate in PS 18's after-school program and 288 in the summer program. In Summer 2019 PS 18 will also provide the Summer in the City program to an additional 80 students in partnership with East Side House Settlement. Students will participate in academic focused and enrichment activities in STEM, reading, art, team-building, physical activity, nutrition and social-emotional learning. This full-time program

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-- which PS 18 will be running for the first time -- will operate Monday through Friday, 8:30am-5:30pm for 6 weeks.

- Through a partnership with the Police Athletic League (PAL), PS 48 offers homework help and recreation programs (sports, arts, and dance) for students in grades K-5. In addition, City Year runs an after-school enrichment program for PS 48 students in grades 2-5, including a reading program from 3rd-5th grade students.
- To support the school's performing arts focus, teaching artists from Hunts Point Alliance work with students in grades 4-5 on a production of a Shakespeare play for which students write their own songs, and using a curriculum provided by Disney Productions, a Broadway teaching arts and theater director works with students in grades 3-5 on a production of The Lion King. Approximately 250 students are served in PS 48's after-school programs.
- At PS 369, **Roads to Success** (RTS) provides extended learning opportunities to students in grades K-5. Through this partnership, which was launched four years ago, the school has been able to offer after-school programming for approximately 110 students in grades K-5. RTS offer homework help, art, sports, team building, SEL character education, and STEM-based learning activities. Through a Cultural After School Adventures (CASA) grant, PS 369 has been able to enhance its after-school program by adding dance and drumming through the support of the Caribbean Cultural Center African Diaspora Institute. **Education Through Music** provides an after-school band and chorus program for students in grades four and five. **Chess in the Schools** offers chess instruction in an after-school club format.

*c) Support for educational transitions*

Approximately 72% of the students attending the UPK programs in the three target schools matriculate into the schools' kindergarten programs, making for a seamless educational

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transition (a similar trend is expected for the students in the 3K programs into the schools' UPK classes). To support this transition, a number of activities are held in the spring of the UPK year for the students and their parents/caregivers. Students make visits to the kindergarten classrooms and teacher swaps serve to get the students acclimated to the teachers they may encounter as they move up a grade. An orientation for parents takes place in May, during which parents visit the kindergarten classrooms and meet the teachers, learn about the curriculum, and get ideas for summer activities they can do with their children.

In New York City, elementary school students have the option of participating in the citywide middle school choice process. In order to prepare fifth graders and their parents/caregivers to fully engage in this process, the proposed FSCS schools currently offer a range of activities designed to make students and their families aware of their choices and the process for applying for seats in district, boroughwide, or citywide middle schools. School staff arrange visits for fifth graders to tour local middle schools, and information about open houses and tours is provided to students and their families. These activities are designed to demystify the middle school choice process, which can be especially daunting for parents dealing with cultural, linguistic, and/or economic barriers.

***d) Family and community engagement at school and/or home***

In an effort to engage families and community members both at school and in the home, each school has developed a range of engagement activities:

- At PS 18, Food Bank for New York City provides Campus Pantry (emergency non-perishable food) and CookShop for Families (facilitated by the school's Parent Coordinator to engage the whole family in making healthy choices in their daily lives) to support student and family health and wellness. In addition, PS 18 hosts Friday Night Family Night events and parent

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workshops designed to facilitate fun and educational activities for parents and children to participate in together. New York Cares recruits volunteers to support Winter Wonderland and Game Night activities for families.

- At PS 48, an outside mental health consultant provides workshops for parents to address healthy and positive communication with their children, understanding a child with special needs and their behaviors, understanding IEPs and 504 plans, and offers role play group exercises to address parents' feelings and model healthy parenting behaviors. PS 48 has implemented an app called RemindMe, which serves to improve the communication between parents and the Parent Coordinator.

- At PS 369, families are invited to attend monthly family events, such as Family Literacy Night, Hot Cocoa night, and STEM Family Engagement Week, which offers daily hands-on family engagement activities. Additionally, PS 369 hosts weekly family workshops led by classroom and cluster teachers in areas including physical education and art. The P.S. 369 Social Worker leads workshops on positive parenting techniques, and the school also utilizes Class Dojo to share students' learning experiences with their parents.

*e) Workforce and job readiness*

East Side House Settlement (ESHS) will provide a broad range of postsecondary and workforce readiness programming targeting adult members of the community surrounding PS 18 and PS 48, including:

- Programs targeting young adults 17-24 years of age with the individualized supports necessary to enable them to earn high school equivalency (HSE) and transition into and be retained in college and/or employment.

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- For those transitioning to employment, these programs include a focus on résumé building, career exploration, internship opportunities, technology training, and the development of life skills including those necessary to be successful in a work environment.
- For those transitioning to college, supports include individual and group counseling; support services to manage the college admissions process; college trips; on-site presentations from admissions counselors from local colleges; financial aid preparation; CUNY Compass test preparation; and retention services that provide on-campus support, connecting students to the support services they need to stay on track to earn their college degree.

Modeled after the pilot program by the US Department of Housing and Urban Development (HUD) and the Manpower Demonstration Research Corporation (MDRC), the Jobs-Plus program is a workforce development program that uses the “one-stop” model to raise and sustain the level of employment and earnings of its participants. Jobs-Plus services are tailored to the individual needs of participants, whether they are employed or unemployed at the time. Services fall into three categories: employment activities (e.g., job placement, résumé preparation, interview preparation, sector-based trainings, referrals to Home Health Aide training); Financial services (e.g., financial counseling, credit recovery, debt reduction, banking introduction, earned income disallowance certificate, ETIC); and education services (Pre-HSE and HSE classes, Microsoft Suite, and College preparation).

**(g) Social, health, nutrition, and mental health services**

In order to holistically support students and their families, each school provides a range of services related to students’ and families’ non-academic needs. As shown in Table 5, many social,

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health, nutrition, and mental health services are in place in all three target schools, and these are described in the table below. As a result of the indepth needs assessment process that was carried out in preparation for this proposal, the FSCS planning team determined that a significant expansion of mental health services at PS 18 and PS 48 was needed and will be supported by the grant. Descriptions of these services to be added follow the table.

**Table 5. Existing Health and Wellness Services in FSCS Schools**

<b>FSCS School</b>	<b>Existing Health and Wellness Services</b>
PS 18	<ul style="list-style-type: none"> <li data-bbox="342 842 1390 1024">• The Corbin Hill farm share program provides families and staff access to fresh, local produce on a weekly basis; some parents also volunteer their time to the farm share.</li> <li data-bbox="342 1066 1390 1249">• The school-based health center in partnership with Montefiore School Health Program provides medical, mental health, and dental services to students, with vision services to begin shortly.</li> <li data-bbox="342 1291 1390 1766">• Food Bank for New York City provides Campus Pantry (emergency non-perishable food), CookShop Classroom (training and materials for PreK-2 teachers to deliver lessons that use cooking and physical activities to foster children’s appreciation for good nutrition and active lifestyles), and CookShop for Families (facilitated by the school’s Parent Coordinator to engage the whole family in making healthy choices in their daily lives) to support student and family health and wellness.</li> <li data-bbox="342 1801 1390 1837">• Doctors from the Committee of Interns and Residents/Service Employees</li> </ul>

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	<p>International Union Healthcare deliver the Family Health Challenge program, an eight-week school-based obesity and overweight prevention program that provides weekly lessons for 7-11 year olds to introduce children to healthy behaviors.</p> <ul style="list-style-type: none"> <li>• Asphalt Green offers a recess enhancement program.</li> <li>• PS 18 has received the Action for Healthy Kids Transformational School Grant in the amount of \$25,000 from GoGo SqueeZ for the 2018-19 school year. The grant supports the development of a wellness council, which will become the driving force behind determining how to strategically address wellness needs for students and families. Funding will support parent workshops about physical and mental health and wellness provided by school staff and outside vendors, family wellness nights, and expanding the school garden. The grant will also support efforts to increase free play/creative time for students by providing needed materials (games, arts &amp; craft materials, sports equipment) and altering the class schedule.</li> </ul>
PS 48	<ul style="list-style-type: none"> <li>• The school-based health center in partnership with Urban Health Medical Center offers physicals, immunizations, and medical attention to students.</li> <li>• Starting in spring 2019, Smiles NY will be offering dental check-ups and cleanings for students.</li> <li>• Monthly health and wellness parent workshops are facilitated by a licensed clinical therapist.</li> <li>• The NYC Department of Health and Mental Hygiene provide vision exams</li> </ul>

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	<p>for all students. Through its partnership with the Department of Health and Mental Hygiene and Warby Parker OCS is able to ensure that the vast majority of Community School students are offered vision screening and provided with glasses when needed. Students are able to complete both their vision screening and ophthalmological exam in a single visit, and OCS provides schools with resources to ensure smooth vision screenings, such as a visit timeline with specific action steps, and a vision screening tip sheet.</p>
PS 369	<ul style="list-style-type: none"> <li>• Through a partnership with PS 18, PS 369’s students will have access to the school-based health center in partnership with Montefiore School Health Program, which provides medical, mental health, vision and dental services to students.</li> <li>• A partnership with Visiting Nurse Services provides counseling for students and their families.</li> <li>• Dental support is offered weekly by New York University.</li> </ul>

With funding from the FSCS grant, PS 18 proposes to partner with **Counseling in Schools (CIS)** to offer targeted, selective, and universal services provided by a Master's level social worker, experienced and trained in child development, for five days each week throughout the course of the school year. The services provided by CIS will support students’ and schools’ goals to increase social-emotional wellness, academic success, and positive social interactions with peers and adults. CIS staff engage all school community members with a strength-based and restorative lens and aim to work collaboratively, creatively, and in a culturally-responsive manner

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as they strive to participate in building equitable, healthy, and successful learning environments across the community school.

CIS staff will work with the school to identify students for targeted interventions who need ongoing individual supportive services and will respond to crisis situations as they arise. On-site individual counseling services will be provided to students and their families to address the social and emotional needs of the students that are interfering with their school experience. As needed, additional support through family engagement, home visits, and participation in school initiatives will be provided by CIS. The social worker will also develop counseling groups based on identified needs and student self-reports. Groups may be organized to address social skills building, gender-based issues, bereavement, and a variety of other topics.

The social worker will be also involved in a number of universal interventions including community outreach, facilitating parenting workshops, and working with the faculty and staff on creating systems that help create an emotionally-responsive school culture. During community events such as Family Nights and PTA meetings, the social worker will be onsite to offer information on the role of CIS and the program's goals for the year. Additionally, the social worker will be working closely with stakeholders to partner on community-wide initiatives. Aside from the direct work with students and family members, CIS staff will participate school staff meetings that address student social and emotional needs.

PS 48 proposes to establish a collaboration with the **Partnership with Children (PWC)**, an organization which seeks to build safe and supportive schools where students thrive. The organization's model involves four logical steps: 1) students are connected to appropriate in-school and community-based support, and their social, emotional, academic, and behavioral competencies are strengthened; 2) parents and families are engaged in their children's success,

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and their trust in the school and access to support is increased; 3) classrooms are productive environments for teaching and learning; and 4) the climate improves for teaching and learning across the whole school.

In support of these goals, PWC will offer individual, weekly student counseling facilitated by social workers; small group student counseling to help students develop their social-emotional and practical skills; full classroom interventions to support teachers and students in creating a positive classroom environment; parent engagement workshops, helping link parents with relevant community resources; crisis management; home visits; teacher collaboration; and many other services.

While preliminary conversations have taken place, plans will be finalized in Year 1 for the placement of an Article 31 school-based mental health clinic at PS 48 starting in Year 2. Based on a comprehensive review of quantitative and qualitative data, and input from the PS 48 Principal and CSD, it was determined that the addition of this resource would address a significant area of need among the students at PS 48.

CLS, in collaboration with Montefiore, will provide vision services and other health services where appropriate, to neighboring schools. At the PS school-based health center, CLS, in collaboration with NYU Langone and Montefiore, will provide vision services and other health services where appropriate, to PS 369. In addition, Montefiore School Based Health Center staff will provide an information table at parent teacher conferences and family/parent events to help provide education on the services offered, health insurance requirements were appropriate and information on the parent consent.

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Based on the distance from PS 18, PS 369 is committed to either assign a school staff person to walk students to PS 18's School Based Health Center or secure a school bus or rent a van to transport students to each respective school.

The number of students to receive services per day from PS 369 will be based on the availability of the doctors. For example, for the vision services, if there will be 1 eye examination lane available then an estimated 7 – 10 students will be transported to the School Based Health Center. If there will be 2 eye examination lanes available then an estimated 14 – 20 students will be transported. The availability of eye examination lanes will drive the transportation plan. The School Based Health Center staff will be responsible for setting the schedule.

When PS 369 comes into the grant in 2021, the CLS team, in collaboration with the school's CSD and Advisory Board, will help to determine the gaps in health and wellness services

*(h) Juvenile crime prevention and rehabilitation*

The **Positive Learning Collaborative** (PLC) is a joint initiative of the UFT and the NYCDOE that supports schools in creating a positive learning environment. PLC uses an approach that is both holistic and data-driven to ensure that every adult in a given school has the skills and tools they need to guide the successful development and learning of all children and defuse negative student behaviors that can impact school culture and climate.

PLC begins the work with the implementation of Cornell University's four-day certification course, Therapeutic Crisis Intervention for Schools (TCIS). Part of the philosophy of the PLC, which is embedded into the fabric of its trainings, is that true change can only occur when an entire school community uses the same language about behavior management, enabling the school to establish internal systems that support adults in their teaching and students in learning. In addition to the training, PLC provides classroom consultation to assist in the

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implementation of therapeutic crisis intervention, positive behavior interventions and support, social-emotional learning skills, and restorative practices. To ensure success, PLC has developed an in-depth survey measuring and analyzing a school's climate. The PLC team collaborates with every school to develop an individualized, faculty-driven action plan that addresses areas of need identified in the staff's survey results. This ensures that the school staff participates in the school's decision-making process.

The Positive Learning Collaborative has supported over 35 schools since its beginnings in 2013 and the development of the model has evolved with its school partnerships. Currently, PLC is supporting schools with a cumulative total of over 13,500 students and approximately 2,400 staff members across all five boroughs. Schools that have been with PLC since the 2014 have shown a 81.6% decrease in suspensions and a decrease in major incidents (Level 4s and 5s in OORs) by 26%. Moreover, through a school-wide survey, administered every year, PLC has seen these same schools showing greater trust in leadership and use of school wide systems such as Positive Behavior Interventions and Support, which is up by 36% in all of PLC schools. While the greatest decreases in suspensions and increases in academic performance have been in schools that have been with PLC for 4+ years, PLC has seen positive changes in schools in as little as one school year.

PLC started with PS 369 in the 2013-14 school year. Over the past five years, PLC has provided a multi-tiered system of support which has included: training for all staff in TCIS, classroom coaching, team development and support (PBIS/RTI), restorative practices, administrative coaching, and training in anti-bias bullying for teachers and families. Among the most positive benefits of PLC's work with PS 369 has been a dramatic decline in student suspensions - a decrease of 61% from SY 2013-14 to SY 2017-18. PLC plans to continue to

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support at PS 369 to build sustainability through training, coaching, parent workshops, and team support.

At PS 18 and PS 48, PLC will start with administering a School Staff Survey. The survey is administered annually by the PLC behavior specialist and measures: (1) faculty relations; (2) communication; (3) faculty/administration relationships; (4) application of school-wide Positive Behavior Support Systems; (5) student and adult interactions; (6) and school environment. Results from the staff survey are then used to develop a detailed action plan for the partnering school. In addition, workshops in priority areas are provided semi-annually to partnering schools. PLC invites school staff to participate in on-site professional development sessions, which may include Brain Gym, Yoga and Mindfulness, and Restorative Practices. PLC also offers workshops for administrators, educators, and parents/guardians to strengthen their schools' approach to family diversity, gender stereotyping and bullying, and help prepare this and future generations of children to live in an increasingly diverse society.

All school-based staff at PS 18 and PS 48 will continue to be trained in Cornell University's four-day Therapeutic Crisis Intervention training. PLC will run multiple TCIS courses per month over the course of each year of the FSCS. School administrators will be required to register approximately four people per cohort to attend the four-day trainings, which will be delivered by the team of PLC behavior specialists offsite. The school will continue to receive support in the implementation of Positive Behavioral Interventions and Supports (PBIS). The behavior specialist will support the PBIS team bi-weekly in the communication and teaching of the agreed upon school-wide behavior expectations.

Finally, to ensure PLC's trainings are being implemented effectively at PS 18 and PS 48, coaching of school-based leaders in implementation of TCIS and the PLC framework will take

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place. Monthly meetings will be held in order to update leadership on school-based PLC activities, including their successes, as well as barriers to implementation. Key measures related to program items will be used to assess and share progress with administrators and key school staff (i.e., PBIS: TFI; RTI: PLC Staff Survey; and TCIS: number of staff completing training, PLC Staff Survey).

PLC will also support the RTI –Behavior/Leadership Teams at PS 18, PS 48, and PS 369 in the development of a streamlined system to support students experiencing academic and/or behavior difficulty. The team will work to incorporate PLC's structured team process into their existing practices in order to hold efficient goal-oriented meetings which build-in accountability measures. The team will work directly with classroom educators at PS 18 and PS 48 in developing individualized student behavior intervention plans as well as individualized crisis management plans, when necessary.

Expected Outcomes of Project Services

Effective and efficient implementation of the FSCS project design promises to produce a robust set of outcomes at the school, staff, family, and student levels.

As laid out in Table 1 in the Quality of Project Design section, activities associated with the first project goal—to develop the capacity of district and target school staff to build and sustain the FSCS model during and beyond the federal funding period—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, cultural, and economic needs of the target communities. Furthermore, it is

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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, greater use of data to inform FSCS program implementation and refinement, serve to promote greater family engagement in the school community, and improve school climate. Finally, the dissemination and continuous improvement activities built into the project design and evaluation will, we believe, serve to increase interest on the part of other NYC school communities and other district and school leaders in transforming their schools into full-service community schools.

Activities associated with the second project goal—to support the design and implementation of a research- and evidence-based FSCS model at three high-need elementary schools 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—will impact a wide range of school, staff, student, and family outcomes. These anticipated outcomes, which are enumerated in Table 2 in the Quality of Project Design, include: for schools--improved school climate; for staff--increased capacity to implement the practices covered in professional development (e.g., Reading Rescue interventions, for therapeutic crisis intervention, positive behavior interventions and support, social-emotional learning skills, and restorative practices); for students--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 for parents and community members--fewer unmet health and mental health needs; issues with job readiness and financial insecurities. The external evaluation to be carried out will assess the extent to which these

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outcomes are being attained, and serve to uncover any obstacles that are preventing the target beneficiaries from achieving these outcomes (see Quality of Project Evaluation section).

*3. The extent to which the proposed project services involve the collaboration of appropriate partners for maximizing the effectiveness of project services*

As described in the previous section and summarized in Table 6 below, the CLS/NYCDOE consortium will leverage programs and services from a robust set of community partners to design, implement, and scale the set of FSCS pipeline services serving the target schools and communities. These contributions are summarized in the table below. Letters of support from these partners are provided in the Other Narrative Attachments.

**Table 6. Description of FSCS Partner Involvement**

<b>Partner</b>	<b>FSCS Schools</b>	<b>FCSC Initiative Services and Supports</b>
Chess in the Schools	PS 369	<ul style="list-style-type: none"> <li>Fosters the intellectual and social development of low-income youth through chess education. Small group tutoring in ELA and Mathematics</li> </ul>
City Year New York	PS 48	<ul style="list-style-type: none"> <li>Whole class support for 3rd-5th grade students</li> <li>After-school programming for 30-50 students four days per week, including homework assistance and other academic enrichment</li> </ul>
NY Common Pantry	PS 18	<ul style="list-style-type: none"> <li>Direct nutrition education</li> <li>Coalition building</li> </ul>

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Partner	FSCS Schools	FCSC Initiative Services and Supports
		<ul style="list-style-type: none"> <li>• Resource allocation</li> <li>• Program supports</li> </ul>
Counseling in Schools	PS 18	<ul style="list-style-type: none"> <li>• Identify students for Targeted Interventions who need ongoing individual supportive services and will respond to MH crisis situations as they arise</li> </ul>
DREAM	PS 18	<ul style="list-style-type: none"> <li>• Provide inner-city youth to play, learn, and grow. Inspire youth to realize their potential and dream.</li> </ul>
East Side House Settlement	PS 18, PS 48, and PS 369	<ul style="list-style-type: none"> <li>• Enrich, supplement and enhance the New York City Education system and place Post-Secondary options within the reach of students.</li> </ul>
Food Bank for NYC	PS 18	<ul style="list-style-type: none"> <li>• CookShop</li> <li>• Campus Pantry</li> <li>• Tiered Engagement Network (TEN)</li> </ul>
Literacy Trust	PS 18, PS 48, and PS 369	<ul style="list-style-type: none"> <li>• Evidence-based early literacy program for struggling first graders, including professional development and coaching for staff</li> </ul>
Metis Associates	PS 18, PS 48, and PS 369	<ul style="list-style-type: none"> <li>• Formative and summative evaluation services</li> </ul>
Montefiore School Health Program	PS 18 and PS 369	<ul style="list-style-type: none"> <li>• Collaborate on school events, such as parent-teacher conferences, Career Day, health center enrollment initiatives, and behavioral health clinician meetings with</li> </ul>

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Partner	FSCS Schools	FCSC Initiative Services and Supports
		<p>teachers</p> <ul style="list-style-type: none"> <li>• Provide medical, mental health, vision, and dental services</li> </ul>
Mott Haven Reformed Church	PS 18	<ul style="list-style-type: none"> <li>• Reading support for 3<sup>rd</sup> grade Special Education students</li> <li>• Participation in community activities</li> </ul>
New York Cares, Inc.	PS 18	<ul style="list-style-type: none"> <li>• Children’s education and recreation programming</li> <li>• Family engagement programming</li> <li>• Adult programming</li> <li>• Revitalization of deteriorating spaces</li> <li>• Hunger initiatives</li> <li>• Annual coat and gift drives</li> </ul>
New York City Department of Education	PS 18, PS 48, and PS 369	<ul style="list-style-type: none"> <li>• The Community School Assets and Needs Assessment Tools</li> <li>• Success Mentoring Trainings</li> <li>• Inclusion in Professional Development</li> </ul>
New York Common Pantry	PS 18	<ul style="list-style-type: none"> <li>• Programing that empowers our community members and addresses the barriers of food insecurity in a multitude of ways.</li> </ul>
Partnership with Children	PS 48	<ul style="list-style-type: none"> <li>• Provide critical social-emotional learning programs and mental health services for the hardest-to-reach students, and engaging families in the school community.</li> </ul>

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<b>Partner</b>	<b>FSCS Schools</b>	<b>FCSC Initiative Services and Supports</b>
Police Athletic League, Inc.	PS 48	<ul style="list-style-type: none"> <li>• Provide after-school enrichment programming, including STEM, literacy, sports, dance, and homework help</li> </ul>
Positive Learning Collaborative	PS 18, PS 48, PS 369	<ul style="list-style-type: none"> <li>• Therapeutic Crisis Intervention in Schools (TCIS) four-day certification course for entire school staff</li> <li>• Monthly leadership team coaching support to build upon TCIS training</li> <li>• Individual coaching, group professional development, and refreshers related to Community Building Circles</li> <li>• Group professional development related to Restorative Practices Response to Harm</li> <li>• Yoga and Mindfulness Training</li> <li>• Coaching in Positive Behavioral Interventions and Supports</li> <li>• Coaching in Response to Intervention approach</li> <li>• Welcoming Schools</li> <li>• Brain Gym</li> </ul>
Reading Partners	PS 18	<ul style="list-style-type: none"> <li>• Tutoring for struggling students</li> </ul>
Roads to Success	PS 369	<ul style="list-style-type: none"> <li>• Promotes academic, personal, and professional development through out-of-school-time programs built on a philosophy of self-discovery.</li> </ul>

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**C. Adequacy of Resources**

*1. The relevance and demonstrated commitment of each partner to the implementation and success of the project*

CLS and NYCDOE are fully committed to providing all of the resources and facilities necessary for successful implementation of the proposed FSCS Program at PS 18, PS 48, and PS 369. In the section that follows, we describe the **in-kind contributions** that the two lead organizations and our partner organizations will be making to support the attainment of project goals, objectives, and outcomes. These have been summarized in Part C of the 524 Form attached to this proposal.

**Personnel.** To carry out the scope of work proposed in this application, CLS will devote the equivalent of 1.93 FTEs in inkind staff resources from among its regular salaried staff for a total contribution of \$145,366 in Year 1. This includes a portion of the time of the CLS Associate Executive Director (.02 FTE), the CLS Director of Professional Development (.05 FTE), the Director of Program Support (.05 FTE), the Senior Director of Strategy and Operations/Project Director (.2 FTE), the Senior Program Manager (.03 FTE), two school-based Community School Directors (.5 FTE for PS 48 CSD and 1.0 FTE for PS 18 CSD), the Grants Accountant (.05 FTE), and the HR Administrative Assistant (.02 FTE). All inkind FTEs remain stable for CLS staff across the five years of the grant with the exception of the CSD at PS 48 (increasing to .75 in Years 2 and 3 and 1.0 FTE in Year 5) and the addition of the PS 369 CSD (.25 FTE) in Year 5. The total personnel inkind contributions from CLS are \$148,273 in Year 2, \$169,446 in Year 3, \$171,378 in Year 4, and \$210,499 in Year 5.

In addition to CLS staff, the NYCDOE is providing an inkind match of \$36,500 in personnel salaries to defray the cost of professional development for the participating staff from

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the FSCS schools across all five years of the grant (\$8,500 in Years 1 and 2 and \$6,500 in Years 3-5). FSCS partners are also contributing personnel resources at no cost to the project, including \$10,000 in Years 1 and 2 from Counseling in Schools (program supervision and support); \$38,800 in Years 1 and 2 from Reading Partners (program supervision and support); \$6,700 from Partnership with Children in Year 1 (supervision, professional development, and intern stipends); \$3,600 in Years 1-5 from Literacy Trust (academic advisor); \$15,000 from Positive Learning Collaborative (supervision and data analysis); and \$2,500 in Years 1-5 from East Side Settlement House (social services referrals to families).

**Fringe Benefits.** In keeping with contracting and budgeting rules, fringe benefits for the seven CLS administrators have been budgeted and include unemployment insurance, pension/401K, health insurance and welfare fund, and FICA/Medicare. The inkind fringe benefits for CLS staff total \$85,487 in Year 1, \$87,035 in Year 2, \$93,375 in Year 3, \$94,836 in Year 4, and \$123,882 in Year 5.

**Supplies.** Included in the CLS inkind budget are costs associated with telecommunications (cell phones and service for three staff members), business cards for the three grant-funded staff, marketing materials, and a CLS banner for each school (one-time expenditure for PS 369). These amounts total \$3,460 in Year 1 and \$3,160 in Years 2-5. Reading Partners will be contributing \$12,900 in instructional supplies (Years 1 and 2). Partnership with Children will cover \$800 in supplies in Year 1.

**Contractual.** CLS will be covering the costs associated with the subcontracts with Public Allies at \$15,950 per year for PS 48 (Years 1-5), PS 18 (Years 1-2), and PS 369 (Years 3-5); and for the UFT Positive Learning Collaborative for PS 369 in Years 3-5 at \$15,000 per year.

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Reading Partners will cover \$12,000 in program evaluation costs in Years 1 and 2, and Partnership with Children will cover \$7,500 in data and evaluation support in Year 1.

**Other.** CLS will be contributing office space for the Program Manager at the UFT headquarters in lower Manhattan. This is estimated at \$2,500 per year, for a total of \$12,500 over the five-year grant period. The UFT Tutor Hub initiative will cover the cost of fingerprinting for the tutors (\$1,350 per year for a total of \$6,750).

Furthermore, target school staff will be able to draw upon the wealth of descriptive materials that have been developed and refined over the past several years by the CLS to support the design, implementation, self-evaluation, and sustainability of the Community Learning Schools in their work throughout New York City. The Community Learning Schools Toolkit: An Introductory Guide for Principals and New Schools referenced earlier provides a compendium of resources and tools for use by CLS stakeholders and forms the basis for the TA and PD provided to the schools (copy provided in Other Attachments). It includes:

- A Community Schools overview, including phases of a Community School, programmatic pillars, desired outcomes and results, and additional resources;
- Tools to get started, including a school profile worksheet, community and school assets and needs assessment tools (e.g., student, parent and staff, surveys), partner and community information checklists;
- Qualifications of a Community School Director (CSD) that fit that specific school community; and
- Roles and responsibilities for key staff, including the Community Schools Director, Principal, and school-based Advisory Board (along with by-laws).

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2. *The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits*

We believe that the grant funds requested are both reasonable and sufficient to realize the project's full potential for meeting its stated objectives and outcomes. All possible efforts have been made to minimize the costs of this project and we believe that the costs are reasonable in terms of the target population of staff, students, and families who will ultimately benefit from the project. At the same time, the project is designed so that the achievement of the objectives is promoted through comprehensive planning and coordination of FSCS pipeline services, supports, and activities that will ensure the appropriate intensity of program effort.

The supplementary resources needed to develop and carry out the pipeline activities of the proposed project are detailed in the attached budget (ED 524 form) and summarized in the narrative that follows.

**Personnel.** On behalf of the consortium, CLS is requesting funds to cover the salaries of two staff members: one Program Manager to provide direct support to the FSCS schools each year (.2 FTE) and two Community School Directors (CSDs) at PS 48 (.5 FTE in Years 1-2 and .25 in Years 3-4) and at PS 369 (1.0 FTE in Years 3-4 and .75 FTE in Year 5). The roles and responsibilities of these staff members are described in the Quality of Management Plan section. Salaries for these staff members will be \$49,790 in Year 1, \$50,786 in Year 2, \$103,595 in Year 3, \$105,666 in Year 4, and \$69,559 in Year 5. Across the five years of the grant, the total estimated for personnel is \$379,396.

**Fringe Benefits.** In keeping with contracting and budgeting rules, fringe benefits for the salaried staff members include social security/Medicare (7.65%), unemployment insurance (.28%), and health insurance and welfare fund (20%). Fringe benefits to be charged to the grant

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total \$13,906 in Year 1, 14,184 in Year 2, \$29,934 in Year 3, \$29,513 in Year 4, and \$19,428 in Year 5. Across the five years of the grant, the total estimated for fringe benefits is \$105,965.

**Travel.** Grant funds will support the travel costs associated with four CLS staff members to participate in the annual grantee conference in Washington, D.C. These costs, which include transportation, meals, and lodging, total \$1,800 each year for a total of \$9,000 across the five project years.

**Supplies.** Grant funds are being requested to defray the cost of office and program supplies for the FSCS staff and printing and postage associated with disseminating information about the FSCS programs and services. In addition, given the myriad challenges that the families in the target communities encounter that might serve to hinder their access and use of program services and activities, we have included a modest budget for incentives and refreshments to promote family and community engagement. Supplies costs total \$5,878 in Year 1, \$6,616 in Year 2, \$6,944 in Year 3, \$2,476 in Year 4, and \$3,213 in Year 5 (for a five-year total of \$25,127).

**Contractual Services.** CLS proposes to enter into multiple subcontracts for the purpose of achieving the goals and objectives described in this application (totaling \$375,888 in Year 1, \$325,500 in Year 2, \$330,500 in Years 3-4, and \$305,500 in Year 5). The costs associated with each of these subcontracts are provided below; the services to be provided by these subcontractors are spelled out in the Quality of Project Services section (letters of support are included in Other Attachments):

- **Metis** will serve as the external evaluator for the FSCS grant at a cost of \$40,000 per year (services to be provided by Metis are described in the Quality of Project Evaluation section).

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- **Literacy Trust** will be supporting the implementation of Reading Rescue, an evidence-based early literacy intervention at all three FSCS schools (expanding services to PS 18 and establishing new partnerships with PS 48 and PS 369). The total amounts budgeted for Literacy Trust are \$40,000 each year, for a total of \$200,000 over the five-year grant period.
- **Counseling in Schools** will be providing mental health services for the students at PS 18 in Years 1 and 2 of the grant at a cost of \$98,000 per year.
- **Reading Partners** will be expanding literacy tutoring services to PS 18 in Years 1 and 2 of the grant at a cost of \$15,000 per year.
- **Partnership with Children** will be providing mental health services to the PS 48 school community in Year 1 of the grant at a cost of \$108,638.
- The **UFT Positive Learning Collaborative** will be supporting the scale-up of services at PS 18 in Years 1 and 2 of the grant (at a cost of \$28,750 per year) and at PS 48 in Years 2-5 of the grant (\$35,500 per year).
- **East Side Settlement House** will be providing job and workforce readiness services to all three FSCS schools over the five-year grant, budgeted at \$10,000 per year (serving PS 18 in Years 1-2, PS 48 in Years 1-5, and PS 369 in Years 3-5).
- **Roads to Success** will be expanding OST services to PS 369 in Years 4 and 5 (at a cost of \$90,000 and \$115,000, respectively).

To meet the extensive mental health needs of the students attending PS 48, the budget includes an allocation for the establishment of an Article 31 school-based mental health clinic in Year 2 of the grant. While preliminary discussions have taken place with potential providers, a final decision will be made in the 2019-20 school year. A total of \$375,000 has been budgeted

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for this service, starting at \$110,000 in Year 2 and decreasing to \$65,000 in Year 5 (with the expectation that process for billing Medicaid will be fully in place by this point).

**Other.** Tuition costs for FSCS staff to attend CLS-sponsored professional development conferences have been budgeted at \$1,000 per year for a total of \$5,000 over the five-year funding period.

**Indirect Costs.** CLS has budgeted 10% for indirect costs. Indirect costs will be \$26,737 in Year 1, \$28,364 in Year 2, \$32,227 in Year 3, \$29,045 in Year 4, and \$24,500 in Year 5.

Cost Effectiveness of the FSCS Initiative

As evidenced throughout this proposal and described in detail in the preceding sections, the consortium will be leveraging significant personnel and OTPS resources to complement funding from the FSCS grant in support of program objectives. Therefore, we believe that the project is highly cost-effective in terms of the target population to be served and the opportunity for capacity building to support the growth of the Community School model in the South Bronx.

Multiyear Financial and Operating Model to Sustain FSCS Programs

In partnership with the school Advisory Boards, CLS will continually review and coordinate funding sources available to support effective programs and services at each of its community schools, and this will certainly be true with the three FSCS schools. Programs and activities that provide evidence of positive impact will continue to be supported by public and private funds. CLS supports the CSDs and their school-based colleagues in aggressively seeking out grants and other funding private, city, state, and federal funding streams to help to sustain proven and innovative programs in the community schools that are well received by the members of the school community and have demonstrated impact. Provided in Table 7 is an overview of

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the current and projected funding streams, many of which are awarded on a multi-year basis, that will be leveraged in support of pipeline services.

**Table 7. Sources of Funding for FSCS Pipeline Services**

**Funding Source**

<b>Funding Source</b>	<b>Purpose</b>	<b>Alignment to Pipeline Services</b>
IDEA (USDOE)	To ensure that students with disabilities receive the early intervention, special education, and related services that they are entitled to	High-quality school time programs
Universal PreK (NYCDOE)	To provide UPK and 3K services	High-quality early childhood education
Title I (USDOE)	Family Engagement funds	Family and community engagement
21st Century Community Learning Centers (NYSED)	To provide academic enrichment opportunities during non-school hours for students	High-quality OST programs
State Legislative Grant	Funding for school-based staff salaries and programming	High Quality OST programs and school time programs

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New York City Council	Funding for professional development, mental health, and enrichment services	High Quality OST and school time Programs, Health and Wellness Programs
NYS Violence Prevention Grant	Extended Day Programs for students	High Quality OST Programs

**D. Quality of the Management Plan**

1. *The adequacy of the management plan to achieve the proposed project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks*

Capacity of the Project Partners - CLS

As the applicant and fiscal agent, CLS will bring a demonstrated track record and a robust set of institutional, personnel, and technological resources to the management of the FSCS initiative.

The CLS Board of Directors includes founding member and chairperson, Reverend Matthew Heyd, Rector of the Episcopal Church of the Heavenly Rest; Karen Alford, Treasurer of the Board and Vice President of Elementary Schools for the United Federation of Teachers; Merrill Pond, Senior Vice President at the Partnership for New York City; Kathleen Cashin, Member of the New York State Board of Regents; Dr. David Appel, Director of Montefiore’s School-Based Health Centers; Kim Williams, President of the Vibrant Mental Health (formerly the Mental Health Association of New York City); and Reverend Henry A. Belin, III, Pastor of

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Bethel AME Church. The CLS Board convenes quarterly to support the development, assessment, and sustainability of the CLS model.

CLS is under the leadership of **Executive Director Doug Friedlander** (see résumé in Other Attachments), who assumed the helm of CLS in the fall of 2018. Mr. Friedlander brings significant management, organizational development, development, and strategic planning experience to this role. Immediately prior to becoming the CLS Executive Director, he founded and operated a multi-disciplinary consulting company, Helena Rising Consulting, with diverse areas of expertise, including executive leadership, marketing and promotion, organizational development, technology evaluation and deployment, new program development, and strategic planning and problem solving. Among his clients was the Helena-West Helena (AR) School District. Prior to Helena Rising, he served as the Executive Director of the Phillips County Chamber of Commerce in Helena. Mr. Friedlander also served as the Managing Director of Multimedia and Online Learning for Teach For America after having served as a high school science teacher in a low-income school through the program.

In his role as Executive Director, Mr. Friedlander is responsible for overseeing the administration, programs, and strategic plan of the organization and for leading the vision and expansion of the CLS network of schools. He is responsible for the fiscal integrity of CLS, including submission to the Board of a proposed annual budget and financial statements. Other key duties include fundraising, marketing, and community outreach. The Executive Director works with the board and staff to ensure that the mission is fulfilled through programs, strategic planning, and community outreach, identifying and fostering community partnerships and stakeholder engagement in coalition-building with other nonprofit organizations doing community school work. He is responsible for the enhancement of the CLS brand by being active

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and visible in the community and by working closely with other professional, civic, and private organizations.

**Associate Executive Director Christine Schuch**, who reports directly to Mr. Friedlander, launched the NYC Community Learning Schools Initiative from a start-up into a sustainable nonprofit that currently services 31 Community Learning Schools (see résumé in Other Attachments). As Associate Executive Director, Ms. Schuch works with the Executive Director to coordinate and supervise daily operations, including but not limited to: ensuring compliance with regulations and internal policies; supporting CLS expansion work; fostering stakeholder engagement and coalition-building with other key partners doing community school work; monitoring attainment of objectives to ensure that programs and activities align with the CLS mission; taking a lead role in organizational staffing (hiring, training, evaluating); identifying, prioritizing, and advocating for crucial policy change in support of the CLS framework at the city, state, and federal levels; and providing technical support to schools and city sites setting up school-based health clinics.

Ms. Schuch brings a wealth of experience and expertise to this position, which includes serving as Director of Policy from CLS's inception in 2012 until she was named Interim Executive Director in 2014. Prior to joining CLS, Ms. Schuch was a litigation document analyst for the law firm of David, Polk and Wardwell and served as Policy Associate for Health and Mental Health for the Citizens' Committee for Children of New York. Ms. Schuch earned her BA degree in Sociology from Knox College and her law degree from City University of New York Law School and received a Certificate in Leadership Strategies from New York University's School of Continuing and Professional Studies.

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By virtue of its affiliation with the UFT, as described below, CLS will be able to leverage a myriad of operational supports for the FSCS initiative.

The UFT **Accounting Department**, under the leadership of Chief Financial Officer David Hickey, provides accountability and transparency to all fiscal activities. This department manages the fiscal operations of all CLS programs, which includes ensuring sufficient cash flow that correlates to program operations, requesting disbursements from funders, submitting budgets and expense reports, and disbursing funds. The Accounting Department also maintains an accounting of all expenditures, in adherence to Generally Accepted Accounting Principles (GAAP) policy and guidelines. The CLS grants unit works in close relationship with the Finance team to ensure that the fiscal policies and procedures follow contract and auditor guidelines. The UFT Comptroller, Charlie Baker, prepares the CLS annual operating budget, maintains CLS financial statements, manages CLS ledger and bank reconciliations, and manages insurance requirements for contracts. The UFT Accounting Manager, Anna Fedullo, with the support of the accounting team, is responsible for timely submission of grant budgets, budget modifications, and expense reports (HHS Accelerator, FMS, etc.). She also processes requests for program services and invoices for providers or supplies.

The UFT **Legal Department**, under the leadership of the General Counsel Beth Norton, protects the legal interests of UFT and CLS, and provides supports to the CLS Executive Director and Board of Directors. The department also reviews and negotiates all of the organization's contracts, including government grant contracts, vendor contracts, funding agreements, and collaboration and partnership agreements. Additionally, the department develops and assists in overseeing CLS policies and procedures to assist the organization to operate in compliance with laws and to reduce operational and business risk.

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The UFT **Marketing and Communications Department** supports the development of multi-channel outreach to share the work of CLS. In addition, this department solicits media coverage for CLS programs and public service announcements and offers commentary on important current events tied to our community schools work. Bernadette Weeks is the department's liaison with CLS.

The UFT **Human Resources** department supports CLS's hiring processes and ensures that all staff complies with all necessary background checks and security clearance procedures.

Capacity of the Project Partners - NYCDOE

The NYCDOE envisions the expansion of Community Schools as a central strategy for achieving an equitable educational system. The initiative builds off of the DOE's Framework for Great Schools and is aligned with the administration's various efforts focused on youth and families. The **Office of Community Schools (OCS)** is the entity within the NYCDOE that supports all NYC public schools adopting the community school model. The New York City Community Schools Initiative is made up of 247 schools across the five boroughs in New York City.

At the helm of OCS is Christopher Caruso, Senior Executive Director of the Office of Community Schools. Mr. Caruso, who joined the de Blasio Administration in 2015 as Executive Director for Community Schools, is a social entrepreneur at the intersection of schools and communities. Early in his career he worked at Children's Aid Society, first as program director in a community school, and in 2004 he moved to the New York City Department of Youth and Community Development (DYCD), where he was eventually appointed Assistant Commissioner for Out-of-School Time (OST); in 2010 he went to lead generationOn, a national education and youth service organization; and in late 2011 Mr. Caruso became Senior VP at TASC for Expanded Schools.

The OCS team is a diverse group of leaders with backgrounds in education, youth development, business, social work, and community development. The office sits in the Division of

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School Climate and Wellness, which is led by Deputy Chancellor LaShawn Robinson. In addition to supporting the portfolio of Community Schools, OCS supports a variety of after-school programs, partnerships with the DYCD, summer learning experiences, and general partnerships with community-based organizations.

Pillars of the Project Management Plan

The management plan for the FSCS initiative has three core elements that in combination will ensure the success of the project and the attainment of all of the project’s objectives, outcomes, and performance measures:

- a leadership and governance structure, including mechanisms for ongoing stakeholder input, reporting, and programmatic and fiscal accountability mechanisms to ensure faithful compliance with the terms of the MOU and attainment of the project’s objectives and outcomes;
- a robust and rigorous management and staffing structure at the project and school levels, including intensive professional development and ongoing support, to ensure the timely, effective, and efficient implementation of all key project activities; and
- a detailed project implementation plan to achieve timely completion of the project’s objectives and attainment of project outcomes.

A detailed discussion of these three pillars of the project management framework is provided in the following paragraphs.

Leadership and Governance Structure

The Memorandum of Understanding between the New York City Community Learning Schools Initiative (CLS) and the NYCDOE that is attached to this proposal (see Narrative Attachments) establishes a common framework and specific roles and responsibilities for the two

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parties to the agreement for the duration of the Full-Service Community Schools grant initiative, should the FSCS grant be awarded. As grantee and fiscal agent for the consortium, CLS will be responsible for administering the grant as described in the application, hire and supervise the Program Manager and the Community School Directors (with input from the school Advisory Boards), work with school and district staff to leverage partnerships and resources to build and sustain community school pipeline services, and facilitate technical assistance and professional development for district and school-based staff to support the effective and efficient implementation of the community school strategy.

The NYCDOE will support CLS' transformation of the three designated school buildings into full-service community schools. To this end, it will designate a Liaison to collaborate with CLS and ensure strategic support at the school level (including adequate office space, programming facilities, and communication resources necessary for effective service delivery). Together, CLS and NYCDOE will operate as the Steering Committee for the FSCS initiative, have the following joint responsibilities to promote shared accountability:

1. Will participate in semi-annual meetings with key community school stakeholders to guide the design, implementation, and evaluation of the initiative. Participants will include: DOE Office of Community School (OCS) ED, OCS Deputy Director, OCS Director of School Support, OCS Program Managers, CLS Executive Director, CLS Associate Executive Director, and School Principals.
2. Will structure and facilitate meaningful communication between CLS and the school staff of each school, providing ongoing opportunities for school staff and CLS staff to plan, coordinate, and integrate programming and activities.
3. Will work jointly in planning, implementing, and complying with the grant deliverables.

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4. Will leverage combined resources to maximize services and funding for greater impact on students and families.
5. Will work together to ensure that grant performance objectives and outcomes are achieved.
6. Will work collaboratively with the external evaluator to facilitate the collection, analysis, and reporting of data.
7. Will participate in dissemination activities to share the results of the initiative and lessons learned with the larger educational community.

The linchpin of the CLS model is the establishment and ongoing operation of school-based Advisory Boards. Each CLS has an Advisory Board comprised of a balanced combination of principals, teaching staff, non-teaching staff, community members, CBO partners, and parents. The purpose of the Advisory Board—which meets on a monthly basis and collaborates closely with the CSD throughout the school year—is to assess the needs of the school and the broader school community on an annual basis, recommend an implementation plan for meeting those needs, assist in connecting community resources to the school, and lead decision-making around the partnerships, programs and services implemented. The Advisory Board also conducts an annual review of the implementation plan and updates the plan in a written report to CLS and the school community, and adopts a budget to support the goals and objectives for the vision of the CLS. Each Advisory Board has established bylaws which are used to govern all Board activities. CLS will work with each school community to establish and maintain this Advisory Board and, in the case of PS 369 coming on line in year three of the grant, provide an initial orientation and training to the role and responsibilities of this entity in implementing the CLS model.

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Project Management and Staffing

CLS Staffing. In her capacity as CLS Associate Executive Director, Christine Schuch will provide direction, guidance, and supervision to project and school staff at no cost to the grant and will receive inkind support from several key members of the CLS team (résumés for these key staff are provided in the Other Attachments).

The CLS **Senior Director of Strategy and Operations, Wanda Torres-Mercado**, plays a key role in CLS strategy development and implementation. She develops CLS operational processes and protocols; serves as the CLS liaison with the NYS Community Schools Network; provides oversight for programmatic and financial reporting and monitors grant compliance with support from the UFT's Finance and Legal departments; supports program evaluation efforts; and provides direct support to CSDs and/or CLS schools. Ms. Torres-Mercado will serve as the **Project Director** of the FSCS grant over the five-year funding period at no cost to the grant.

The CLS **Director of Professional Development and UFT Educational Liaison, Theresa London-Cooper**, oversees and implements the organization's professional development for CSDs and CLS Advisory Boards; coordinates the development of community schools presentations and workshops; and provides direct support to CSDs and/or CLS schools as it relates to pedagogy and curriculum development, as needed. Ms. Cooper is responsible for overseeing, organizing, and monitoring professional learning for CSDs and the Advisory Board Teams, which take on various formats, including retreats, monthly professional learning sessions, and book clubs to name a few.

The **CLS Director of Program Support, Giovanna Romero**, assists in providing oversight of grant programmatic and financial reporting; monitors grant compliance; provides

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program evaluation strategy support; and provides direct support to CSDs and/or CLS schools. She also helps to represent CLS in the NYS Community Schools Network.

**CLS Senior Program Manager Taryn Cheeks** was appointed in April 2019. In this role she is responsible for supervising the team of CLS Program Managers (PMs); serving as a liaison between the field team (PMs, CSDs) and CLS central leadership; identifying the needs of, and ensuring the delivery of quality professional development for PMs, CSDs, CLS school principals, and Advisory Board members; and ensuring the ongoing revision of the CSD and Principal Toolkits to reflect our most current best practices. Ms. Cheeks served as a CLS Program Manager for a year prior to her promotion to Senior Program Manager, where she managed, supervised, and supported a cohort of 8-10 full-time CSDs in Queens, Brooklyn, and Staten Island. Ms. Cheeks brings to her program management role direct experience as a CSD at MS 596 - the Peace Academy and BCAM High School in Brooklyn. She has served in other educational leadership positions, including dean of students, assistant principal, and interim acting principal at the secondary school level.

**Tenisha Swift** will serve as the **part-time, grant-funded Program Manager** working directly with the FSCS target schools. In her current role, Ms. Swift supervises CSDs as they move through the Community Schools Stages of Development, develops partnerships with key stakeholders to support the implementation of the Community Schools model, directs school teams and advisory boards in the CLS strategy, and assists in defining benchmarks and goals for the program, among other responsibilities. Ms. Swift's previous experience includes serving as Program Administrator for Fordham University's Science and Technology Enrichment and Collegiate Science and Technology Entry programs, and as Program Director for the Post-Graduate Institute at Harlem Children's Zone, Inc. Ms. Swift holds a Master of Public Health in

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Health Policy and Management with a certificate in International Health from New York Medical College.

Ms. Swift, who reports directly to the Senior Program Manager, will have the following key responsibilities:

- Supervise the CSDs at PS 18, PS 48, and PS 369 (including assisting in the hiring and training of the CSD at PS 369 who will come on board in Year 3), participating in weekly meetings, offering feedback, helping to facilitate professional development activities, providing support during school events, and meeting regularly with Principals;
- Provide technical support and direction to Advisory Boards on the CLS approach, including onboarding new schools and staff, preparing for and debrief following AB meetings, sharing updates and resources related to the CLS model with CSDs, assisting CSDs in troubleshooting issues that arise, and aiding schools teams in leveraging partnerships to fill gaps in expertise;
- Assist in defining benchmarks and goal for the initiative by ensuring the alignment of goals and offerings to each school's CEP and helping CSDs utilize data to direct programming and student interventions;
- Aid CSDs in grant management and implementation at each school, including ensuring that Advisory Board teams are actively involved in this decision-making, ensuring that funding requirements are met, helping school teams select effective providers, and reviewing all paperwork;
- Support the implementation and refinement of the CLS approach, publicly promote the CLS initiative, and communicate with local organizations, politicians, city agencies, and other partners as needed;

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- Implement special projects as needed, identify best practices, and highlight new innovations to help the organization reach its goals; and
- Contribute to CLS learning culture through actively sharing program challenges and strengths using data and information gathered from partners and current educational issues overall.

The CLS **Grants Compliance and Accounting Manager** works with UFT Accounting and CLS program and school staff to ensure an accurate, timely, efficient, and transparent process for the entire grant life-cycle. Key responsibilities include ongoing tracking of expenses and payments by vendors and funding sources; managing financial reporting of sub-grantees, and providing general support for CLS grants administration. The Grants Compliance & Accounting Manager reports to the Senior Director of Strategy and Operations and the CLS Director of Program Support.

Each school will have a **full-time Community School Director** paid through local funds. The principal responsibilities of the CSDs, who report to the CLS Program Manager and to the building principal, include but are not limited to:

- Leading the school needs assessment and community assets identification process
- Engage the school community (administrators, teachers, non-teaching staff, parent coordinator, PTA, community members) to support student achievement and align resources to the Community Learning Schools vision and goals.
- Work with the School Advisory Board to make decisions on managing and monitoring the effectiveness of program and service partners.
- Facilitate communication and relationship-building with partners, key stakeholders, and volunteers, including participation in community groups and/or committees.

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- Attend community-related events such as local police precinct community council meetings and community board monthly meetings.
- Provide oversight and coordination of services and programs for students, families and the community during and after the school day and throughout the year.
- Manage partnerships to ensure that ongoing programs are effective, seamlessly integrated into to the workings of the school, and sustainable, as well as broker new partnerships that are aligned with school goals and needs.
- Serve as key contact for programs and services, including the communication and coordination of activities.
- Participate in grant-seeking and other fund development activities.
- Maintain attendance, use data to inform partnerships, and use data for alignment of services.

Résumés for the current CSDs at PS 18, Mia Martinez, and at PS 48, Jason Seto, are provided as an attachment to this proposal.

Founded in 1994, the AmeriCorps Ally Program has identified thousands of diverse young adults and prepared them for leadership. The program’s learning process weaves together four key elements that constitute an experiential journey of self-discovery and professional development:

- Practical, on-the-job learning through a paid, full-time nonprofit apprenticeship
- Rigorous leadership training
- Building community through our cohort model, and
- Mentoring, coaching, and continual self-reflection

Allies are placed with a nonprofit organization where they help address critical community needs such as youth development, education, workforce development, environmental

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issues, arts programming, and community health. Program allies are a diverse group of young people over 17 years of age with a high school diploma or GED as well as US citizenship or permanent residency. The allies become a part of a national network of dedicated to practicing six core values of Diversity/Inclusion, Collaboration, Continuous Learning, Integrity, Building on Assets, and Innovation within their assigned program position. The intensive Ally Program starts in the fall and runs through summer, and selected allies spend 10 months working at a nonprofit or community-based organization, while receiving valuable leadership and professional training. CLS will be covering the costs of an Ally at all three FSCS schools to provide additional support to the CSDs.

NYCDOE Staffing. The principals of PS 18, PS 48, and PS 369 will play a critical role in the successful implementation of the CLS model in their respective buildings. As laid out in the *CLS Welcome Toolkit*, in order to best support the implementation of the Community School model in their buildings, the school principals are expected to lead the development of a shared vision for student success; provide a dedicated office space, landline and computer for the CLS Community School Director and other project staff; provide access to the building outside of school hours; share student and school data for outcome measurements and evaluation in keeping with FERPA and human subjects protections; and include the CSD in relevant school trainings, meetings and committee activities (e.g., attendance committee, school safety committee, Pupil Personnel Services meetings) to ensure the alignment of CLS goals with ongoing school staff activities.

As described in the summaries that follow, the principals are eminently qualified to lead the transformation of their school buildings into full-service community schools:

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**Jaleelah Cooke-Coleman** has served as Principal of PS 369 Young Leaders Elementary School in Mott Haven since 2013. Prior to joining the school, Principal Cooke developed extensive experience working with special education students as a Special Education Paraprofessional, Special Education Teacher, Applied Behavior Analysis Teacher, and IEP Teacher/Special Education Liaison. She then completed a Principal Internship through the NYC Leadership Academy, during which she conducted teacher observations, facilitated teacher coaching and professional development sessions, implemented positive student behavioral interventions, and supervised inquiry team meetings, among other responsibilities. In her current role, Principal Cooke leads the administrative decision-making at PS 369, develops goals for school improvement, and has initiated a data team to track student progress and needs. Principal Cooke holds a Master in Education, a Region One Distinguished Teacher certification, and a School Building Leader certification from Bank Street Leadership Preparation Institute, and a NYS Special Education Teacher certification from City College.

**Joseph DiCrescento** presently serves as Principal of PS 48 Joseph R. Drake Elementary School in Hunts Point. Principal DiCrescento began his career as an elementary and middle school teacher in Brooklyn, Staten Island, and the Bronx. He then completed an Assistant Principal Internship through the NYC Leadership Academy; his responsibilities as an Intern, such as conducting teacher observations and supervising students, prepared him for his subsequent role as Assistant Principal at PS 194 in Harlem, where he additionally supervised the Special Education program and conducted grade team meetings. He then joined PS 48 as Assistant Principal, where his responsibilities included supervising 4th and 5th grade instruction and planning and facilitating teacher professional development. Principal DiCrescento then took a new role as Teacher Development and Evaluation Coach for District 8 in the Bronx before

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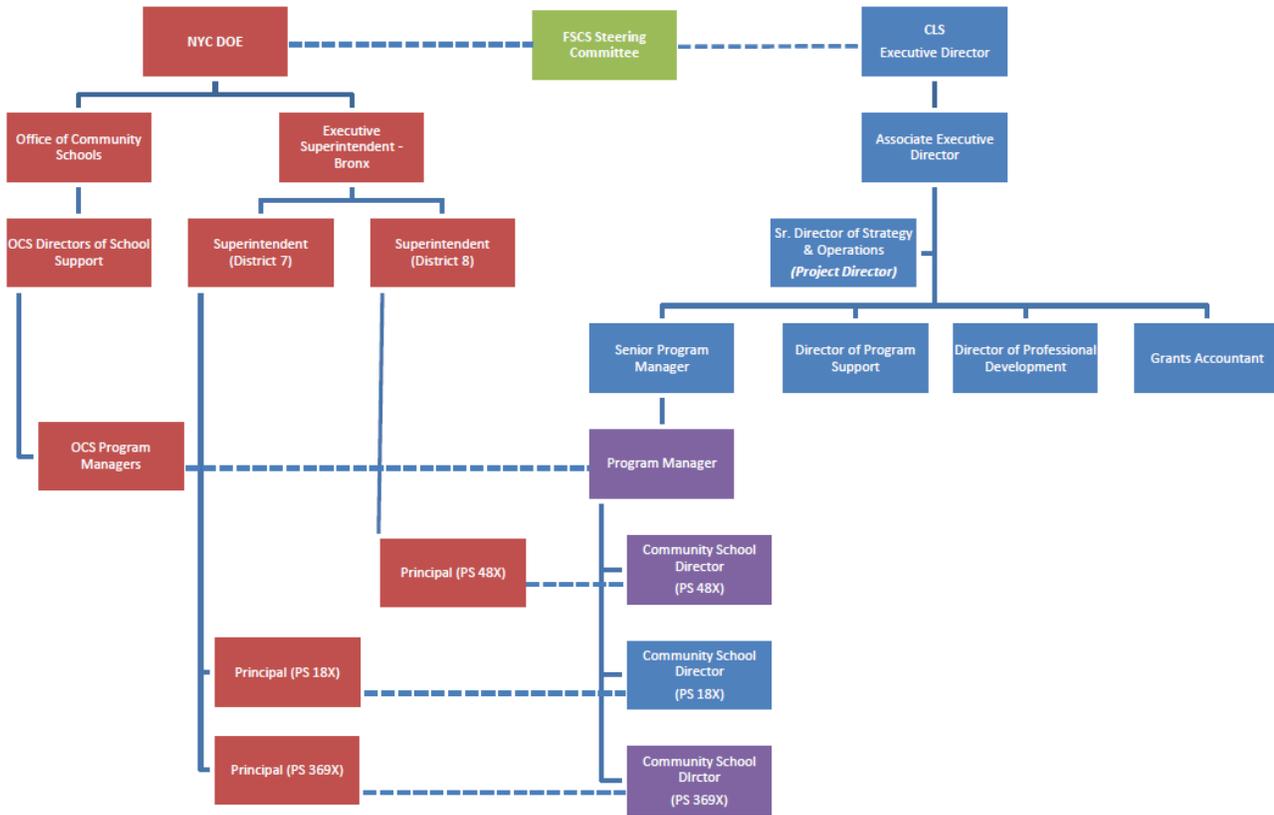
assuming his current role as Principal at PS 48. Principal DiCrescento holds a Master of Science in Special Education from Touro College, an advanced certificate in School Building Leadership from Baruch College, a New York State Supervisor School Building Leader Certificate, and a New York State Permanent Certification Pre K- 6.

**Lauren Sewell-Walker** presently serves as the Principal of PS 18 John Peter Zenger in Mott Haven, where she is responsible for assessing teacher effectiveness, setting data-informed improvement goals, and revising curricula to ensure these goals are met. Prior to her current role, Principal Sewell-Walker gained experience teaching Kindergarten, first grade, and third grade. She also served as a Staff Developer at PS 179, where she developed and facilitated professional development opportunities for teachers, and she implemented and supervised summer school programs as a Summer School Site Supervisor for CSD 7. She later became Assistant Principal of PS 179, where she observed teachers and helped them to improve their teacher practices by facilitating staff development sessions and developed new school policies based on her analyses of school-wide performance data. Principal Sewell-Walker holds a Master of Education in Supervision and Administration from Bank Street College of Education.

The staffing and reporting structure for the CLS/NYCDOE FSCS initiative is depicted in the organization chart below.

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**Figure 2. FSCS Organizational Chart**



- Red:** NYC Department of Education Team
- Blue:** CLS Team (*in-kind*)
- Purple:** CLS FSCS Team (*grant funded*)

Onboarding, Training, and Performance Evaluation

Each of the FSCS staff (both grant-funded and locally-funded) will go through the CLS/UFT onboarding process, which includes meeting with the UFT Human Resources Department to go over payroll and benefits; receive a UFT ID, email address, cell phone, and laptop computer (to be funded through the FSCS grant); and also attendance at a one-on-one session / new employee orientation. In addition to the onboarding process and attending the new employee orientation, FSCS staff will also be required to participate in a Community School 101 Boot Camp. The

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purpose of the Community School 101 Boot Camp will be to get in-depth training on the CLS history, the Community Learning School model, and a full overview of how we onboard new schools and provide professional learning sessions and technical support for both Community School Directors and schools. They will learn key areas of the CLS model such as:

- How to take a partnership inventory for a school or school district
- Identify school programming needs around the six programmatic pillars of the CLS model (i.e., Health and Wellness, Educator Support, Academic Enrichment, Expanded Learning Time, Family Programs, and Community Engagement)
- How to do community walks, community mapping/assets and needs assessment
- Identifying where a school is in the 4 Stages of Development of a Community School, which include Exploring, Emerging, Maturing and Excelling.
- Parent and school staff surveying
- Roles and responsibilities of the Principal and Community School Director
- Effective School Advisory Boards
- Building Capacity
- Creating Sustainability

In her role as CLS Associate Executive Director, Ms. Schuch is the architect of a robust annual performance evaluation process that will be applied to the central office and school-based CLS staff.. The annual evaluation identifies a number of core competencies that are directly related to the work the staff members need to do to support CS implementation, including: delivering results, problem solving, functional knowledge and skills, service to others, building trust, collaboration, communication, and taking initiative. The evaluation form, which includes a scoring rubric and the opportunity for explanatory notes, is completed by the CLS staff

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member's direct supervisor. The three CLS staff members will be expected to participate in this annual evaluation process, as well as in six-month check-in meetings to assess progress towards performance goals. Ms. Schuch also instituted a Performance Evaluation to provide 360 degree feedback and self-evaluation.

Professional Development for Key Project Staff

The CLS professional development model offers a multi-layered, research- and evidence-based, self-directed learning approach. In this way participants have opportunities to take ownership of their learning to refine their practice, thereby building capacity. This approach, which incorporates andragogy (adult learning theory) based on the five principles of Malcolm Knowles (1975), defines self-directed learning as follows: *“In its broadest meaning, ‘self-directed learning’ describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes.” (Knowles, 1975, p. 18)*

The content of the professional learning component and strategy is informed by the 10 Community School Standards from the Coalition for Community Schools as well as from Children's Aid Society's National Center for Community Schools. Based on these best practices, as noted above, the CLS created and uses a Toolkit for onboarding CSDs and school administrators. CLS provides several **one-to-one sessions** on the nuts and bolts of a community school and how to get started in the work of a Community School Director.

These Toolkit sessions complement the full day of **monthly professional learning sessions for the CSDs**, where CSDs meet to learn community school best practices, provide peer-to-peer coaching, and review real-time school scenarios and collectively troubleshoot, strategize,

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and problem-solve for meaningful solutions. Topics slated for CSD and Program Manager professional learning during the 2018-19 school year include: Data Collection and Analysis to Determine Impact on Student Achievement (September 2018); Presentation and Communications Styles and Art of Persuasion (October 2018); Power Mapping: Building a Network of Support and CSD Check-in (November 2018); Empowerment vs. Ownership: Community Organizing (December 2018); Programs and Services Using the Programmatic Pillars (January 2019); Developing a Self-Care Plan for Effective CSD Work (February 2019); What We All Need to Know about Trauma for Adult Support Part I and CSD Check-in (March 2019); What We All Need to Know about Trauma for Adult Support Part II (April 2019); Understanding the Subtleties and Impact of Racism: Focus on School Culture (May 2019); End-of-Year Celebration (June 2019); and the NYC Community Learning Schools Initiative Summer Institute (July 2019).

In addition, CLS will offer **monthly after-school professional learning opportunities** for the **School Advisory Board / Community School Teams** for all of its Community Learning Schools, where participants are given an opportunity to build their content knowledge, share best practices, and problem-solve with their peers.

The NYCDOE's Office of Community Schools (OCS) has offered a range of professional development opportunities in the current school year as part of its Continuous Improvement Professional Development plan. Guided by the belief that real-time data should guide decision-making, people closest to the issues are closest to the solutions, and focus on results leads to action, OCS seeks to build capacity and share best practices with Community School Directors through the online professional development opportunities on the following topics:

- Supporting Students with Chronic Absenteeism
- Authentic Student Engagement

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- OST Enrichment Planning
- How to Read, Analyze, and Interpret Data for Program Improvement
- Health and Wellness Services

Additionally, OCS offered four in-person trainings regarding New Visions Tools for CSDs and/or Principals and three in-person workshops related to graduation planning and Regents preparation, credit gaps, and academic analysis using the portal. Ultimately, OCS intends for these professional development sessions to help CSDs/Principals ensure equitable access of resources for their students.

CLS's **affiliation with the UFT** brings a significant value proposition to our CLS model. Drawing on current research and best practices, the UFT Teacher Center's (UFTTC) Professional Development activities for educators are designed to deepen content knowledge and enhance pedagogical skill through a range of activities, including intensive in-classroom support, after-school study groups, citywide networks, conferences, and seminars. The UFTTC provides workshops at our annual CLS retreat on "creating a community school vision" and "how to run an effective advisory board." In addition, throughout the school year they provide one-on-one training with our CSDs on topics such as running an effective and engaging Advisory Board meeting; how to look for good programs and services to better address academic outcomes for the students; and how to work with school staff effectively. The UFTTC provides free participation for CLS members in many of the Teacher Center conferences and Professional Learning sessions; annual Elementary, Middle School and High School Conferences; as well as events for Guidance Counselors and Social Workers.

State regulations now require all teachers who hold professional certificates and paraprofessionals who hold Level III teaching assistant certificates to earn and track 100

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professional development hours (known as CTLE hours) by a state-approved provider in five-year cycles. As a state-approved provider of Continuing Teacher and Leader Education (CTLE) hours, the UFT, through the CLS initiative, offers professional learning opportunities specifically designed with a community school approach to meet teachers' needs. Sessions provide teachers with opportunities for professional growth that will support best instructional practices in the classroom. The sessions have been designed to address specific grade bands and they afford teachers opportunities to experience and examine a variety of strategies and resource materials ready for use upon their return to the classroom. Sessions include:

- How Boys Learn: Engaging the Disengaged Male (K-8)
- Powerful Learning for All (K-12)
- Let them Play (Prek-1)
- Building a Solid Literacy Foundation ( Prek-2)
- Unlocking Student Success (K-5)

Incorporating the institutional knowledge and expertise of the teachers' union uniquely positions the CLS to leverage UFT staff resources and supports at the school level. For example, the UFT Parent Liaisons work with our CSDs to provide technical support on best practices in engaging parents and increasing parent participation in students' education plans, as well as in the CLS services and programs.

As a learning organization, CLS collects feedback through both formal and informal channels in order to assess the impact of its PD and TA services to all key CLS stakeholders. Data from feedback forms completed by the participants in the various CLS PD sessions have given consistently high ratings on items related to the content and structure of the sessions (e.g., sessions were well organized, content was communicated effectively, adequate time was provided

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for discussion and questions), as well as the delivery of information that can be used to improve the quality of their work.

Implementation Timeline

Below we provide a timeline of key implementation activities, including the persons and/or partners responsible, for planning and project management, service delivery, and project evaluation.

**Table 8. Key FSCS Implementation Activities**

<b>Key Implementation Milestones</b>	<b>Month/Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>
<b><i>Planning and Project Management</i></b>							
Recruit, hire, and onboard project staff	August – September	✓					Associate Executive Director, Project Director, Program Manager
Convene FSCS consortium Steering Committee to guide and inform the design, implementation and assessment of FSCS initiative	Quarterly	✓	✓	✓	✓	✓	Associate Executive Director, Project Director
Convene school-based Advisory Boards to guide and inform the design, implementation, and assessment of FSCS initiative	Monthly	✓	✓	✓	✓	✓	CSD, Principal, Program Manager

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<b>Key Implementation Milestones</b>	<b>Month/ Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>
Implement comprehensive needs assessment and annual service development plan	May – June	✓	✓	✓	✓	✓	Project Director, CSD, Program Manager
Conduct training and coaching for target school leaders in the key pillars of the CS model and CS best practices	September - June	✓	✓	✓	✓	✓	Director of Professional Development, Senior Program Manager, Project Director
Provide training and coaching for the CSDs, Advisory Boards, and Program Manager in CS best practices	September - June	✓	✓	✓	✓	✓	Director of Professional Development, Senior Program Manager, Program Manager
Provide training for teacher school staff in PLC practices	September - June	✓	✓	✓	✓	✓	PLC Director, and PLC Assistant Director, Coach
Attend FSCS project grantee conferences in Washington DC	October	✓	✓	✓	✓	✓	Project Director, Principals, CSD, Program Manager
Conduct project staff performance evaluations	Bi-annually	✓	✓	✓	✓	✓	Associate Executive Director, Program Manager

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<b>Key Implementation Milestones</b>	<b>Month/Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>
Conduct grant management and monitoring of deliverables and spending	Quarterly	✓	✓	✓	✓	✓	Project Director, Director of Program Support
<b><i>FSCS Pipeline Service Delivery</i></b>							
Offer high-quality 3K and UPK programming to target school students	September – June	✓	✓	✓	✓	✓	Principal, Advisory Board
Offer high-quality enrichment afterschool programming to target school students	September – June	✓	✓	✓	✓	✓	Principal, Advisory Board, CSD, Road to Success,
Provide school-based mental health services for target school students	September – June	✓	✓	✓	✓	✓	Counseling in Schools for PS 18 and Partnership for Children for PS 48, Program Manager, CSD
Finalize plans for Article 31 school-based mental health clinic at PS 48	March – June	✓					Principal, Associate Executive Director and Organization TBD, CSD
Establish and operate Article 31 school-based mental health clinic at PS 48	September – June		✓	✓	✓	✓	Organization TBD, Principal, CSD, Project Director

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<b>Key Implementation Milestones</b>	<b>Month/ Frequency</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Persons/Partners Responsible</b>
Provide onsite vision screening services for target school students	September – June	✓	✓	✓	✓	✓	Warby Parker, DOE Office of Community Schools, CSD, Advisory Board
Provide school-based health services for target school students	September – June	✓	✓	✓	✓	✓	Montefiore Hospital, Advisory Board, Principal, CSD
Implement Reading Rescue PD and direct services with target school students	September – June	✓	✓	✓	✓	✓	Reading Rescue, Principal, CSD, Advisory Board, Principal, Program Manager, Director of Programs
Conduct parent/family engagement activities	September – June	✓	✓	✓	✓	✓	Principal, CSD, East Side House
Deliver job training and other workforce readiness activities for target school parents and other community members	September – June	✓	✓	✓	✓	✓	East Side House, CSD, Advisory Board
<b><i>Project Evaluation</i></b>							
Finalize annual evaluation plan	August	✓	✓	✓	✓	✓	Metis Associates, CLS FSCS team
Develop data collection instruments and tools	August – September	✓					Metis Associates, project staff, partner representatives

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Key Implementation Milestones	Month/ Frequency	Y1	Y2	Y3	Y4	Y5	Persons/Partners Responsible
(collaboratively with project staff and partners)							
Collect baseline data; administer pretests	September – October	✓	✓	✓	✓	✓	Metis Associates, Project Director and staff
Share formative evaluation findings with FSCS team to inform program improvement	Quarterly	✓	✓	✓	✓	✓	Metis Associates, Project Director and staff
Conduct annual site visits to observe program activities	March – April	✓	✓	✓	✓	✓	Metis Associates
Administer post-program surveys	May – June	✓	✓	✓	✓	✓	Metis Associates, Project Director and staff
Prepare annual program evaluation report	July – August	✓	✓	✓	✓	✓	Metis Associates, project partners Project Director
Disseminate project evaluation findings and lessons learned	TBD			✓	✓	✓	Project Director, Metis Associates

*2. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the proposed project objectives*

The time commitments of key personnel working on the FSCS grant along with their full-time equivalents and funding sources are shown in the table below. The roles and responsibilities for each of these key staff were detailed earlier in this section.

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**Table 9. FSCS Key Personnel**

Staff Member	Level of Effort (Funding Source)				
	YR 1	YR 2	YR 3	YR 4	YR 5
CLS Senior Director of Strategy & Operations/ FSCS Project Director	.20 In-Kind	.20 In-Kind	.20 In- Kind	.20 In- Kind	.20 In- Kind
Associate Executive Director	.02 In-Kind	.02 In-Kind	.02 In-Kind	.02 In-Kind	.02 In-Kind
CLS Director of Professional Development	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind
CLS Director of Program Support	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind
Senior Program Manager	.03 In-Kind	.03 In-Kind	.03 In-Kind	.03 In-Kind	.03 In-Kind
Program Manager	.20 Grant funded	.20 Grant funded	.20 Grant funded	.20 Grant funded	.20 Grant funded
Grants Accountant	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind	.05 In-Kind
Community School Director-PS 18	1 In-Kind	1 In-Kind	1 In-Kind	1 In-Kind	1 In-Kind

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48	Community School Director-PS	.50 Grant Funded .50 In- Kind	.50 Grant Funded .50 In-Kind	.25 Grant Funded .75 In- Kind	.25 Grant Funded .75 In- Kind	1 In-Kind
369	Community School Director-PS	0	0	1 Grant Funded	1 Grant Funded	.75 Grant Funded .25 In- Kind

**E. Quality of the Project Evaluation**

This section describes the plan to conduct an annual evaluation of the proposed FSCS project based on the attainment of the stated performance objectives and outcomes. CLS is proposing to contract with Metis Associates, Inc., an independent research and evaluation firm, to serve as the external evaluator of the project (see attached letter of support). For over 40 years, Metis has conducted a wide range of federally-funded educational program evaluations and research projects on behalf of numerous school districts nationally, with a particular focus on school improvement, professional development, youth development, curriculum and instruction, and parent engagement ([www.metisassociates.com](http://www.metisassociates.com)). Of particular relevance, Metis is currently serving as the external evaluator for the community schools initiative in the Newark Public Schools in New Jersey.

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Proposed FSCS Initiative Evaluation

Metis's approach to conducting the evaluation of the CLS initiative will be highly collaborative, adaptive, and supportive of the needs of the multiple stakeholders involved in the initiative (e.g., community partners, CLS leadership, target school staff, project staff, target families, and community members). The Metis evaluation team will work closely with the FSCS leadership team to finalize and continuously inform the evaluation approach and design throughout the five-year project period.

- 1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*

The evaluation of the FSCS initiative will use a multi-method approach to assess the implementation and impact of the project on students, adult family and community members, school staff, and project partners. Program/activity participation data will be analyzed to assess the extent to which quantitative process objectives (e.g., participation in training and coaching, participation in after-school enrichment programming, participation in adult education, job training and/or workforce readiness programs, etc.) are achieved. This will include reporting on the percentages and numbers of individuals targeted for services and who receive services during each year of the project period to be responsive to the GPRA performance measure, that is, the percentages and numbers of individuals targeted for services who receive services during each project year. Additionally, the evaluation includes objective methods and measures to assess attainment of the project's locally-developed objectives and outcomes (enumerated in the Quality of Project Design section).

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The evaluation will be thorough in that it will include both formative/process and summative/outcome components and it will include data gathered from a variety of qualitative and quantitative sources, including project partners, families, project staff, school principals and staff, school data and student assessments, and program documentation. The Metis team will triangulate data from these multiple sources to ensure thorough and accurate responses to determine the extent to which project objectives and outcomes have been met.

During the project's first year, Metis will participate in planning meetings and work closely with the project team to finalize the evaluation design, develop all instruments and consent forms, collect and review program documentation, collect baseline data, and establish data-sharing agreements, as required.

Metis evaluators will meet on a bi-monthly basis with project staff to ensure that the evaluation is conducted as specified in the evaluation design and that external evaluators are provided with updated information to inform evaluation efforts. The bi-monthly meetings will provide an opportunity for Metis and CLS FSCS project staff to review program implementation data and data collection plans, and evaluation data summaries and analyses prepared by Metis as these data become available. The formative evaluation findings will be used to 1) monitor the project's progress toward meeting its objectives and outcomes, 2) ensure the relevance of the program activities to the project design, and 3) prompt specific recommendations for program improvement and mid-courses corrections, as appropriate. The evaluation methods described below are highly feasible based on evaluator and project capacities, as well as available financial resources. The evaluation methods are also appropriate in that they align closely with the project's objectives and outcomes.

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Metis will prepare all required documentation and submissions to its internal Institutional Review Board (IRB) and will obtain approval from the NYCDOE IRB for data collection activities conducted for the evaluation of the FSCS initiative. Metis's duly-constituted Institutional Review Board is registered with the U.S. Department of Health and Human Services and assures compliance with Federal-Wide Assurance requirements for the Protection of Human Subjects. The logic model on the following page will serve as a tool to guide alignment of resources, activities, outputs/objectives, and outcomes.

- 2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

Below is a description of the evaluation methods and sources of data that will produce both quantitative and qualitative data to assess project outcomes. This information is provided for the objective performance measures associated with the project's long-term goals.

*Goal 1—To develop the capacity of target school staff to build and sustain the FSCS model during and beyond the federal funding period.*

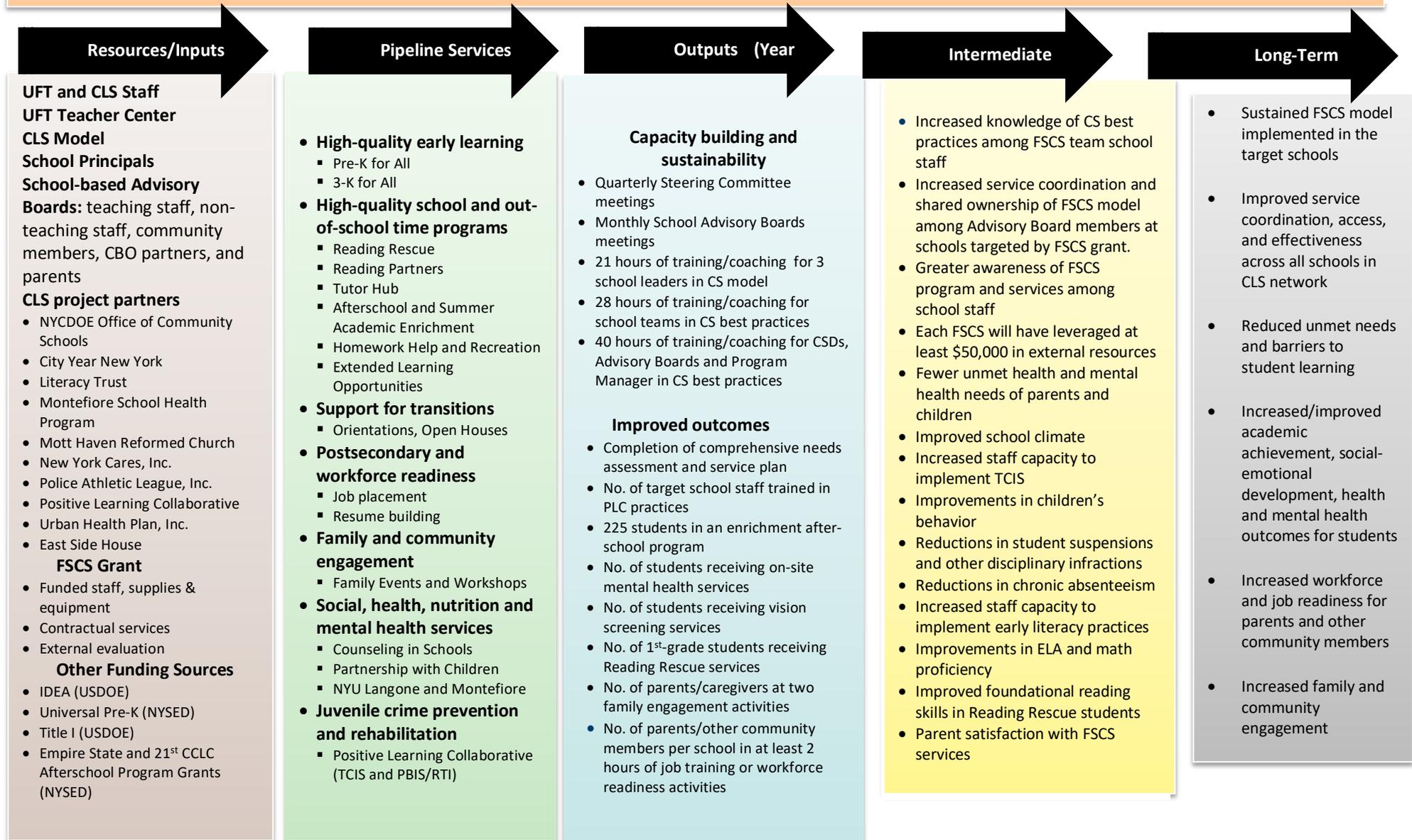
Data to assess the objectives and outcomes associated with Goal 1 will be obtained each year from the following data sources and evaluation methods, as described below:

- Systematic review of Steering Committee and Advisory Board, and project planning meeting minutes;
- Systematic review of project documentation and records such as PD and service/program activity participation data maintained by project/school staff;
- Surveys of FSCS school team and Advisory Board members; and
- Site visits to the target elementary schools to collect qualitative data.

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**Context and Need**

- The target schools serve students from low income families and with significant academic needs, including special education needs, English language learners, and students living in temporary housing.
- The target schools are located in communities with high rates of poverty, crime, and multiple health risk factors including trauma and mental health issues.



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Specifically, the evaluation team will obtain data from project staff on the schedules, agendas, attendance and minutes of Steering Committee and Advisory Board meetings. This documentation will provide important information on service coordination/integration, partner commitment and involvement with the FSCS initiative, and Advisory Board member (parents, community members, etc.) participation in project leadership activities. Data and documentation will also be obtained on the schedule, agendas, content, and participation (rosters and hours of PD each participant has received) in training and coaching related to the Community School model and best practices. This documentation will provide needed information to address the process objectives on the number of hours of training and coaching provided to the target staff.

In the spring of each year, a locally-developed survey of Advisory Board members at each school will collect data on the engagement, use of data, and sense of shared ownership of Board members, leveraging of resources, service delivery integration and coordination, perceptions of the initiative overall, and recommendations for project improvement (measurable outcome: at least 85% will report increased service coordination and sense of shared ownership of the FSCS model; at least 80% will report increased use of data to inform FSCS program implementation and refinement; leveraging of at least \$50,000 in external resources to sustain operations at the end of the five-year funding period). A locally-developed survey of FSCS team school staff will assess the extent to which knowledge of best practices in Community Schools implementation has increased (measurable outcome: at least 80% of FSCS team staff will report increased knowledge of best practices), and a locally-developed survey of school staff will assess awareness of FSCS programs and services in their school buildings (measurable outcome: at least 75% of school staff will report greater awareness of FSCS programs and services). The Metis team will develop the

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surveys in collaboration with project staff at the start of first project year for administration in the spring of each project year.

*Goal 2—To 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 the pressing student and family needs and improve academic, social-emotional, and health and mental health outcomes for participating students and families and community members.*

Data to assess the process objectives and outcomes associated with Goal 2 will be obtained each year through the collection and analysis of program data and student data. Project services data, student suspension and attendance data, student academic achievement data, staff and parent survey data, and other qualitative data will be collected for each target school, as described below.

Specifically, school/staff process objectives will be assessed through the collection and review of documentation related to each school’s needs assessment and annual service plan as well as the delivery and staff participation in training provided by PLC and Reading Rescue, respectively. School/staff outcomes will be measured in the spring of each implementation year with a survey that has been developed and administered by PLC on school climate (measurable outcome: at least 85% of staff will report improved school climate) and staff’s capacity to implement the TCIS, PBIS, social-emotional learning skills, and restorative practices covered in training provided by PLC (measurable outcome: at least 85% of trained staff will report increased capacity to implement TCIS). A locally-developed survey will be developed by the Metis evaluation team to assess participating staff’s capacity to implement the early literacy practices covered in training provided by Reading Rescue each year (measurable outcome: 85% of trained staff will report increased capacity to implement the early literacy practices).

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Student process objectives, including participation in enrichment after-school programming, receipt of on-site mental health services and vision screening and services, and receipt of Reading Rescue services, will be assessed through the collection and review of documentation and data collected and maintained by project staff. Family/community process objectives, including attendance at family engagement activities and participation in adult education, job training, or workforce readiness classes, will similarly be assessed through project data and documentation

Student outcomes will be assessed each year through student records obtained from the NYCDOE analyzed each year to measure student attendance (outcome: 10% reduction in number of students who are chronically absent) and suspension rates (outcome: at least 15% reduction in number of student suspended or with other disciplinary infractions), and New York State ELA and math proficiency rates (outcome: at least a five percentage point increase in ELA and math proficiency rates at each target school). Student proficiency on the ELA and math tests will be analyzed by student subgroups (e.g., students with disabilities, ELLs). The performance of first-grade students who have received Reading Rescue services will be measured on the DIBELS assessment each year (outcome: statistically significant gain in mastery of foundational reading skills). The DIBELS 8<sup>th</sup> Edition is a battery of short fluency measures used for universal screening, benchmark assessment, and progress monitoring.

During the first project year, the Metis team will develop a parent/caregiver survey to collect data and insights into the extent to which the project has increased family and community engagement, helped address adult learning needs, improved children's behavior, and addressed unmet health needs of parents and their children (outcomes: at least 85% of parents will report satisfaction with services offered through the FSCS at their school; at least 70% of parents will

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report that their children's behavior has improved; at least 70% of parents will report that they and their children have fewer unmet health and mental health needs). To help ensure the highest possible response rates, the family survey will be administered in the spring of each year using a combination of online and paper versions and translated into Spanish (and other languages as needed) by project-provided translators. The evaluation team will work closely with project staff to administer the survey to parents of students at the target schools.

The Metis team will collect and analyze program/activity participation data maintained by project staff to assess the extent to which quantitative process objectives are met each year. Other documentation such as flyers and agendas will provide further evidence of the project's efforts.

The evaluation team will conduct site visits to each target school in the spring of each year of the grant. The site visits will include interviews with the CSD and school principal; focus groups with school staff and parents; and observations of FSCS programming. The qualitative data collected through the interviews and focus groups will provide detailed information regarding the implementation successes, challenges, strategies undertaken to address the challenges, lessons learned, and recommendations for improvement. Focus groups with samples parents at each school will be conducted to learn their perspectives on and satisfaction with FSCS services and activities, barriers to accessing services, and suggestions for improving services to make them more effective.

In addition, the evaluation team will collect and analyze annual program participation data to assess the required GPRA grant performance measure: the percentages and numbers of individuals targeted for services and who receive services during each project year.

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As noted above, the evaluation will assess the project’s progress toward meeting process objectives (as detailed in the Quality of Project Design) and will examine the extent to which activities are implemented with fidelity.

3. *The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.*

The following table summarizes the data sources and methods and data collection timeline for the evaluation of the project’s outcomes.

**Table 9: Data Sources and Timeline for Evaluation of Project Outcomes**

<b>Measurable Outcomes:</b>	<b>Data Sources &amp; Methods</b>	<b>Timeline</b>
<i>Goal 1–To develop the capacity of target school staff to build and sustain the FSCS model during and beyond the federal funding period.</i>		
At the end of each implementation year, at least 80% of FSCS team school staff will report increased knowledge of best practices in Community Schools implementation.	Survey of FSCS team school staff	Annual
At the end of each implementation year, at least 85% of Advisory Board members will report increased service coordination and a sense of shared ownership of the FSCS model in their schools.	Survey of Advisory Board members	Annual

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<b>Measurable Outcomes:</b>	<b>Data Sources &amp; Methods</b>	<b>Timeline</b>
At the end of each implementation year, at least 75% of school staff will report greater awareness of FSCS programs and services in their school buildings.	Survey of school staff	Annual
At the end of each implementation year, at least 80% of Advisory Board members will report increased use of data to inform FSCS program implementation and refinement	Survey of Advisory Board members	Annual
By the end of the five-year funding period, each FSCS will have leveraged at least \$50,000 in external resources to sustain FSCS operations.	Project documentation	End of 5-year grant period
<p><i>Goal 2—To 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 the pressing student and family needs and improve academic, social-emotional, and health and mental health outcomes for participating students and families and community members.</i></p>		

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<b>Measurable Outcomes:</b>	<b>Data Sources &amp; Methods</b>	<b>Timeline</b>
At the end of each implementation year, at least 85% of staff will report improved school climate over the prior school year.	Survey of school staff	Annual
At the end of each implementation year, at least 85% of staff who participated in PLC training and/or coaching will report increased capacity to implement TCIS	Survey of staff that participated in training	Annual
At the end of each implementation year, at least 85% of staff who participated in Reading Rescue training and/or coaching will report increased capacity to implement the early literacy practices covered.	Survey of staff that participated in training	Annual
At the end of each implementation year, there will be at least a 15% reduction in the number of students suspended or with other disciplinary infractions at each FSCS target school.	School suspension/disciplinary records	Annual

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<b>Measurable Outcomes:</b>	<b>Data Sources &amp; Methods</b>	<b>Timeline</b>
At the end of each implementation year, there will be 10% reduction in the number of students who are chronically absent at each FSCS target school.	Student attendance records	Annual
At the end of each implementation year, there will be at least a five percentage point increase in ELA and math proficiency rates at each FSCS target school, with data examined by student subgroups (e.g., students with disabilities, ELLs).	NYS ELA and math test data	Annual
At the end of each implementation year, the students who receive Reading Rescue services will demonstrate a statistically significant gain in mastery of their foundational reading skills	DIBELS assessment	Annual
At the end of each implementation year, at least 85% of parents will report satisfaction with the services offered through the FSCS initiative at each FSCS target school.	Parent/caregivers survey	Annual

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<b>Measurable Outcomes:</b>	<b>Data Sources &amp; Methods</b>	<b>Timeline</b>
At the end of each implementation year, at least 70% of parents will report that their children’s behavior in school has improved over the prior year.	Parent/caregiver survey	Annual
At the end of each implementation year, at least 70% of parents will report that they and their children have fewer unmet health and mental health needs over the prior year.	Parent/caregiver survey	Annual

The Metis evaluation team will analyze quantitative data using frequency distributions, crosstabs, and calculations of means as appropriate, in addition to other statistical tests (e.g., *t*-tests, chi-squares). Qualitative data from open-ended survey items, interviews and focus groups, and observations will be analyzed to identify common themes that illuminate key findings for the program. An a priori list of content themes will be developed based on the project’s goals and objectives. In addition, grounded theory principles will be used to allow for additional themes and variations to emerge from the data themselves. Variations across response categories will be summarized both graphically and in narrative form. NVivo software will be used to organize, code, analyze, and summarize qualitative data.

The Metis evaluation team will review evaluation findings and actionable results regularly with the CSD, Steering Committee, Advisory Board members, and CLS leadership to

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support data-driven decisions about program improvements/adjustments and the overall effectiveness of implementation. The evaluator will attend the annual project director/evaluator meeting, assist in the preparation of the Annual Performance Report for the US DOE, and prepare a local comprehensive evaluation report each fall. In these reports, the evaluator will present descriptive and analytic findings, as well as a narrative explanation of the data and interpretation of findings. Each report will explore challenges encountered and strategies to overcome these challenges, as well as recommendations for program improvements.

Finally, the project staff will work closely with the evaluation team to develop and carry out a plan for disseminating evaluation findings and key lessons learned, including first and foremost with the participating schools (e.g., evaluation presentations, data talks at Advisory Board meetings), CLS and NYCDOE leadership forums, and national convenings (e.g., Coalition of Community Schools bi-annual conferences). CLS will also collaborate with the Metis evaluation team to prepare and submit articles to peer-reviewed and lay professional journals.

**Competitive Preference Priority 2: Broadly Representative Consortium**

Cross-sector partnerships are the linchpin of CLS, and this philosophy and approach are reflected at every level of the initiative. As noted in the Quality of the Management Plan section, the CLS Board of Directors includes founding member and chairperson, Reverend Matthew Heyd, Rector of the Episcopal Church of the Heavenly Rest; Karen Alford, Treasurer of the Board and Vice President for Elementary Schools for the United Federation of Teachers; Merrill Pond, Senior Vice President at the Partnership for New York City; Kathleen Cashin, Member of the New York State Board of Regents; Dr. David Appel, Director of Montefiore’s School-Based Health Centers; Kim Williams, President of the Vibrant Mental Health (formerly the Mental

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Health Association of New York City); and Reverend Henry A. Belin, III, Pastor of Bethel AME Church.

The diverse membership of the CLS Board of Directors serves as a model for the school-based Advisory Boards that each CLS establishes as one of its first official acts. These Advisory Boards are comprised of a balanced combination of administrators, teaching staff, non-teaching staff, community members, CBO partners, and parents. The purpose of the Advisory Board—which meets on a monthly basis and collaborates closely with the CSD throughout the school year—is to assess the needs of the school and the broader school community on an annual basis, review student-level data, recommend an implementation plan for meeting those needs, assist in connecting community resources to the school, and lead decision making around the partnerships, programs and services implemented. The Advisory Board also conducts an annual review of the implementation plan and updates the plan in a written report to CLS and the school community, and adopts a budget to support the goals and objectives for the vision of the CLS. Each Advisory Board has established bylaws which are used to govern all Board activities.

As discussed in the response to CPP 3 below, the external evaluation of CLS found that the role of Advisory Boards was highlighted by CLS stakeholders as an important mechanism for delivering different components of the CLS strategy. The Boards provide a forum for discussing needs, for identifying resources, and for determining how these resources can be integrated effectively into the general resources and activities of the school.

The FSCS target schools will benefit from the significant experience and expertise of CLS as an organization with a demonstrated track record in building and sustaining broad-based coalitions in support of community school needs and the extensive training that CLS will provide to develop this capacity at the school level. Furthermore, as part of the CLS portfolio, the FSCS

schools will have the opportunity to tap into the coalitions that the other CLS schools are building in their communities and throughout the borough.

### **Competitive Preference Priority 3: History of Effectiveness**

In addition to relying on knowledge from the field, instrumental to the development and scaling up of the CLS approach has been the development of our **theory of change (TOC)**. Every community school faces its own set of barriers to achieving goals for students, families, and the wider community. It is important that the particular conditions that need to be in place to address these barriers are fully articulated so that the programs or services developed by the community school are appropriate to the needs and context of the school.

During the first year of the external evaluation, a theory of change for CLS was developed collaboratively by a majority of schools during the course of four sessions (19 out of the 28 CLS schools were represented), which were facilitated by an external evaluator, ActKnowledge, with support from UFT / CLS evaluators and staff. The theory of change map starts with the expression of the long-term outcome that CLS is working towards and then traces a whole range of preconditions that must be in place for this long-term outcome to be achieved. In the CLS theory of change, these preconditions focus on students, parents and families, and the community. The theory of change was then tested through a series of detailed case studies.

In Year Two, progress was tracked by examining how well each school met its target outcomes, which were articulated in the initiative Theory of Change. Also, in Years Two and Three, additional schools chose to take on creating their own school-specific theory. At one school, the long-term goal was to graduate the entire current 6<sup>th</sup> grade cohort from high school. Once they had identified the reasons some students did not graduate, strategies were put in place

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to target any barriers to student learning. This school used its Theory of Change as a framework to gauge progress and showed early success with improvements in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders staying on track. For example, students with disciplinary, attendance, or comprehension problems were identified and individual plans were drawn up to address their issues. In some cases, it means texting students and parents on any absent day. At another school, the percentage of students who received more than 10 credits in year 1 increased by 16 percentage points from 2014 to 2017, improving more than comparison groups of students and the city average.

On certain outcomes, the before-and-after progress of students in 13 case study schools was tracked individually to examine whether those who received or participated in specific services or programs developed through the community school model. Data on these students were gathered in schools where it was possible to obtain ‘student level’ data, in other words, to identify academic and other results for individual students who have participated in particular programs. In this evaluation, we continued to examine implementation through the two additional methods mentioned above— surveys of teachers on their experiences of effectiveness, and measurement of student progress in eight selected targeted groups of students. These methods, therefore, served as both implementation and outcome measures.

Most of these schools have improved in ELA and math, particularly those schools that have been in CLS for a longer time. In particular:

- **Cohort 1: All four schools improved in ELA and in math** over the period that they have been part of CLS (i.e. 2013 to 2017). Two of the schools improved in ELA more than the city average over this period and students in three schools did better than their comparison groups. In math, three schools improved more than the city and two did better than the comparison groups.

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- **Cohort 2: All eight schools improved in ELA and six of the schools improved in math** from the time they started in CLS in 2014 up to 2017. In ELA, three of the schools improved more than the average increase for the city over this period and students in four schools performed better than their comparison groups. In math, two schools did better than their comparison groups.
- **Cohort 3: All six schools improved in ELA and three of the schools improved in math** between 2015 and 2017. In ELA, two of the schools improved more than the city, while in math, one school improved more than the city and the comparison groups.
- **Cohort 4: Two out of the five schools improved in ELA and three schools improved in math** since this group of schools joined CLS in 2016. In ELA, the two schools improved more than the city average and comparison groups, while in math, two improved more than the city and one school improved more than the comparison groups.

Another measure, which is unique in the UFT / Community Learning Schools model, is a comprehensive survey of teachers. In most community school settings, it is difficult to get high return on teacher experience. However, as a teacher's union, the UFT / Community Learning Schools model provides more inclusion for teachers than most initiatives.

The teacher survey demonstrated that teachers who knew their students were participating in an activity or receiving help were more likely to report seeing improvements. In the case of impact on academic achievement, for example, the 2016–17 survey results found that:

- 81% of those teachers who said that most or all of their students' families were receiving help with their children's learning reported a strong or major impact on academic achievement.

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- Similarly high perceptions of impact on academic achievement was reported where most or all of their students were receiving academic supports (for example, additional tutoring) or where students were participating in out-of-school time enrichment programs.
- Furthermore, the 2017–18 teacher survey found that 76% of teachers reported a moderate, strong, or major impact on students’ academic achievement due to the CLS strategy.

Based on our evaluation of several other community school initiatives and the growing body of evaluation literature in the field, we find that CLS is making progress in line with its Theory of Change. One aspect of CLS exceeds that of other community school initiatives, and that is teacher buy-in. Because the initiative is provided by a teacher’s union, teachers in the CLS model are more aware of the community school than in most community or full service community school initiatives. It is a huge advantage and opportunity to avoid the lack of acceptance, confusion or territoriality that occurs for other initiatives between teaching staff and non-profit or community-based organization staff. To date, the large majority of teachers reported great improvements resulting from CLS when their students were receiving a service or program initiated as part of the CLS model.

CLS has made strong progress in meeting key preconditions for student learning identified in the initiative’s Theory of Change, which shows what conditions need to be in place (based on the barriers to learning) for students to succeed. In particular:

- Schools have made significant inroads in identifying and delivering on basic needs, such as the provision of food, clothing and other supports to families. The importance of this for student learning was emphasized by principals, teachers and other stakeholders.

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- The CLS Community School Directors were critical to building the trust between parents, families and schools that is necessary to assess needs adequately. This applies particularly to those needs arising from poverty that students and their families can be reluctant to acknowledge to others.
- CLS schools, and Community School Directors in particular, have developed a broad range of partnerships and leveraged resources that encompass the holistic needs of students and families. These have included services relating to physical health, mental health, academic
- CLS has also worked successfully to align outside resources with mainstream activities within the schools. Where the CLS strategy has been most strongly supported by school leadership, the alignment has been most successful. The results, when alignment has been supported in this way, have included the development of more formal communication structures between teachers and out-of-school-time program staff that has led to better curriculum alignment and sharing of information on student needs and progress.
- Teachers highlighted the benefits to their instructional practice and to student learning of aligning resources garnered through CLS with daytime activities in the schools. These related to alignment of academic supports to particular needs (for example, provision of tutoring for “at-risk” students) and support in addressing individual behavior issues (for example, being able to refer disruptive students to needed mental health services rather than having to suspend them).
- The six CLS social workers working in CLS schools also reported positive results with students, according to a first-time examination of this component in 2017–18.
- The broad support among teachers for CLS and for the Community School Directors is a

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notable feature of the initiative and has been an important factor in facilitating alignment of resources. This support was evident from the large numbers of teachers who made themselves available to the evaluation team and the considerable support they expressed for the initiative and what it has been able to achieve for their students.

- The inclusion of the Community School Directors in various school committees and teams in the schools has also been crucial for effective alignment. This has helped build the day-to-day relationships with teachers and other school personnel that further deepens this alignment.
- The role of Advisory Boards was highlighted as an important mechanism for delivering different components of the CLS strategy. They provide a forum for discussing needs, for identifying resources and for determining how these resources can be integrated effectively into the general resources and activities of the school.

The CLS initiative has achieved these outcomes through an **integrated strategy** that organizes the resources of the school and surrounding community around key conditions or needs necessary for student achievement.

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

All three schools participating in the FSCS initiative serve students with significant academic challenges, as evidenced by the low percentages of students performing at or above grade level in ELA and math (see school profiles in the Quality of Project Design section). In order to bolster the services the schools offer to promote students' literacy skills early in their elementary school trajectory, the evidence-based Reading Rescue program will be implemented in all three schools. Plans for implementing the Reading Rescue program in the schools were

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described in the Quality of Project Services section. The Evidence Form included in the Other Narrative Attachments provides documentation regarding the model's evidence (i.e., the citation, relevant findings, and overlap of populations and settings).

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