

PART THREE: PROJECT NARRATIVE



Evansville Vanderburgh School Corporation

EVSC FULL-SERVICE COMMUNITY SCHOOLS (FSCS) INITIATIVE

Caze Elementary (PK-5)

Fairlawn Elementary (PK-5)

McGary Middle School (6-8)

Harrison High School (9-12)

Establishing schools as places of community to enhance youth and family development

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(A) QUALITY OF PROJECT DESIGN

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

The Evansville Vanderburgh School Corporation (EVSC) is Indiana's third largest school district. As members of the Coalition for Community Schools Leadership Network and the Institute for Educational Leadership Family Engagement District Leaders Network, we are working to address significant needs through coordinated and collaborative service delivery. By way of the School-Community Council (SCC), over 80 organizations share a mission of "establishing school sites as places of community to enhance youth and family development." To address the **absolute priority**, Full-Service Community Schools (FSCS) will be expanded and fully developed in **four EVSC schools** serving children from birth to high school, their families, and community members: *William Henry Harrison High School (9-12)*, *McGary Middle School (6-8)*, *Fairlawn Elementary School (PK-5)*, and *Caze Elementary School (PK-5)*. In 2016, the Evansville community received a Promise Zone designation. Three of the targeted schools (Caze, Fairlawn, and McGary) are located directly in the Promise Zone and were included in the original Promise Zone application. As the feeder high school for students at these schools, Harrison High School serves students and families living in the PZ. All focus schools are **eligible under section 1114(b) of the ESEA** as part of a community- or district-wide strategy (**Requirement 5**). Schools are among the highest poverty (90% free/reduced-Caze; 83.2%-Fairlawn; 83.7%-McGary; 60.8%-Harrison); lowest achieving, and most at-risk in our community. Community schools are part of an overall district strategy, and each school has conducted a comprehensive needs assessment, developed a schoolwide plan, and is engaged in ongoing assessment to gauge effectiveness.

In addition to the absolute priority, our application meets **7 competitive preference**

priorities:

- **Priority 2. Representative Consortium (1 point):** The EVSC is partnering directly with 16 diverse community organizations and/or collaborative groups to support implementation. In addition, each school will fully establish a Site Council including diverse representation of students, parents, community partners and school staff. Site Councils will meet monthly to plan and coordinate community school resources. Further, several key community groups will directly support implementation (e.g., School-Community Council Afterschool Program Team and the Mental Health Team). Roles and responsibilities of these partners are outlined within the Memorandum of Understanding (Appendix B) and summarized in Section C and D.
- **Priority 3. History of Effectiveness (1 point):** The EVSC has a demonstrated history of effectively implementing the full-service community school strategy and prior federal grants. Since 2000, EVSC has been recognized nationally for its community school strategy to involve social service agencies, businesses, neighborhood associations, higher education and others to support the needs of students and families. Partners access the schools through the EVSC Center for Family, School, and Community Partnerships (CFSCP). Schools use a community school strategy to support academic achievement and serve as the center of community revitalization in their respective neighborhood. EVSC's community/family engagement programs have been rigorously evaluated and refined with federal grant support, including 21st Century Community Learning Centers Grants, Safe Schools/Healthy Students Grant, Grants to Reduce Alcohol Abuse, Title I, Carol M. White Physical Education Program Grants and a 2010 Full-Service Community Schools Grant. In 2014, EVSC and the Office for Performance, Research and Assessment received the National Data Quality Campaign District

Data Use Award. EVSC has devoted staff and resources to research and educational neuroscience as a promising transdisciplinary approach to better learning and student outcomes, and is the lead education partner for the Evansville Promise Zone, which will aid in information dissemination and leveraging of federal, state and local investment opportunities. As another example of effectiveness, the EVSC OptIN strategy (a coordinated strategy discussed in Section 2) was recently selected by the USDOE to be one of the Promise Zone Communities of Practice under both groupings of “Workforce” and “Postsecondary.” Further evidence supporting our history effectiveness is provided in Section C and D.

- **Priority 4. Evidence Based Activities, Strategies, Interventions (5 points):** Strategies were selected based on prior experience and evidence supporting effectiveness. All strategies are supported by promising evidence. Specifically, each strategy is described in detail within Section B1. Supporting research is provided in section (e) Why strategy/service selected **(requirement 4d)** and (f) How strategy/service will improve student academic achievement **(requirement 4d)** for each strategy table. The required evidence form is also included as Appendix E and was entered as part of the application process.

Goals, Objectives, and Outcomes: The EVSC Full-Service Initiative includes two primary goals: (1) *Increase school adjustment and physical, mental, and emotional health of students/families,* and (2) *Strengthen bonds between families and children with schools and the community by establishing an infrastructure of support for schools and agencies to support children and families.* Annual measurable performance objectives and outcomes, including an increase in the number and percentage of students, families and community members targeted for services each year, in order to ensure that children are prepared for kindergarten, achieving academically, and are safe, healthy, and supported by engaged parents **(req. 4c)** are outlined in Table 1.

Table 1. EVSC FSCS Outcome Evaluation Plan: Goals, Objectives and Outcome Based Performance Measures

Goal 1: Increase school adjustment and physical, mental, and emotional health of students/families.

Objective 1.1 To increase students' academic performance and school readiness

Outcome-Based Performance Measures	Strategy	Measure/Source
1.1.1 By spring 2024, there will be a 10% cumulative increase in the percentage of kindergarten students (attending Caze and Fairlawn) meeting early literacy benchmarks (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).	A1. Comprehensive Early Childhood Education A2. Pre To 3 B2. Bridging Literacy C3. Elementary-Middle-High School Transition	NWEA Reading Assessment (Spring) (EVSC Data Warehouse)
1.1.2 Annually, 85% of PK students attending Caze and Fairlawn will meet Social Emotional Developmental standards each spring.		GOLD Assessment (EVSC Data Warehouse)
1.1.3 Annually, 85% of PK students attending Caze and Fairlawn will meet Literacy and Math standards each spring.		GOLD Assessment (EVSC Data Warehouse)
1.1.4 By spring 2024, there will be a 10% increase in the percent of students meeting NWEA growth targets in ELA and math (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).	B1. High quality comprehensive afterschool and summer learning B2. Bridging Literacy C2. ACTIVATE®	NWEA ELA and Math Spring assessments (EVSC Data Warehouse & Cayen Afterschool)

	C3. Elementary-Middle-High School Transition	Attendance System)
1.1.5 Annually, 80% of students attending 60 or more days in afterschool/summer programs will demonstrate satisfactory academic performance (C or higher).	F1. School-based Site Councils G3. SEL Interventionist	Math/Reading Grades (EVSC Data Warehouse)
1.1.6 There will be a 20% cumulative increase in the cultural competence of staff and community partners receiving training through the Equity Framework (<i>Annual Targets: 19-20=baseline; 20-21=5%; 21-22=5%; 22-23=5%; 23-24=5%</i>).	Universal Strategy 1. Equity Framework	Intercultural Development Inventory (IDI; administered annually)
Objective 1.2 To decrease student absences and disruptive behaviors		
1.2.1 Annually, 90% of students attending 60 or more days in afterschool/summer programs will attend 90% of days enrolled.	B1. High quality comprehensive afterschool and summer learning G3. SEL Interventionist F1. School-based Site Councils	Attendance records (EVSC Data System [RDS] & Cayen Afterschool Attendance System)
1.2.2 By spring 2024, there will be a 10% cumulative decrease in the percent of students with 10 or more absences each year. (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).	C1. Evidence-based Counseling Curriculum, Career Planning, and Professional Learning Communities	Attendance records (RDS; <u>Data disaggregated by race/ethnicity for</u>

	C2. ACTIVATE® C3. Elementary-Middle-	<u>disproportionality analysis)</u>
1.2.3 By Spring 2024, there will be a 10% decrease in out of school suspensions (OSS) (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).	High School Transition G1. St. Vincent Mobile Dental Clinic and Community Outreach G3. SEL Interventionist H1. Partnership with Juvenile Court – CARES (restorative justice) H2. Truancy Roundtable Universal Strategy 1. Equity Framework	Student out-of-school suspensions housed within RDS (<u>Data disaggregated by race/ethnicity for disproportionality analysis</u>)
<i>Objective 1.3 Increase the percent of students who graduate from high school and are prepared for post-secondary pathways</i>		
1.3.1 By Spring 2024, there will be a 25% increase in the percent of eligible 8 th graders (McGary) enrolling in the 21 st Century scholars program, as measured by student records housed within RDS (<i>Annual Targets: 19-20=5%; 20-21=5%; 21-22=5%; 22-23=5%; 23-24=5%</i>).	C1. Evidence-based Counseling Curriculum, Career Planning, and Professional Learning Communities	Scholar Attendance Records (Scholar Track)

<p>1.3.2 By Spring 2024, there will be a 5% increase in Harrison graduation rates (<i>Annual Targets: 21-22=1%; 22-23=1%; 23-24=3%</i>).</p>	<p>E1. OptIN (Opportunities through Partnerships that Transform and Inspire)</p>	<p>Graduation Rates (RDS/IDOE)</p>
<p>1.3.3 By Spring 2024, there will be a 10% increase in the percent of Harrison 12th grade students completing the SAT or ACT (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).</p>	<p>E2. Junior Achievement</p>	<p>SAT/ACT completion (EVSC RDS)</p>
<p>1.3.4 By Spring 2024, there will be a 10% increase in the percent of Harrison students on track to graduate based on the percent of credits earned (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).</p>		<p>Credits earned (EVSC Data Warehouse)</p>
<p>1.3.5 Annually, 90% of 7th and 8th grade students will develop a career readiness profile to identify college and career pathways.</p>	<p>E1. OptIN (Opportunities through Partnerships that Transform and Inspire)</p>	<p>IN Career Explorer (EVSC RDS)</p>
<p>Objective 1.4 To improve school environments supporting nutrition and physical health of students</p>		
<p>1.4.1 By spring 2024, there will be a 10% increase in the percent of students reporting being physically active for 60 minutes per day (<i>Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%</i>).</p>	<p>B1. High quality comprehensive afterschool and summer learning F1. School-based Site Councils</p>	<p>Attendance records (EVSC Data System & Cayen Afterschool Attendance System)</p>

Goal 2: Strengthen bonds between families and children with schools and community by establishing an infrastructure of support for schools & agencies to support children & families.

(GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services

<i>Performance Measures</i>	<i>Strategy</i>	<i>Measure/Source</i>
<p>2.1.1 (GPRA) By 2024, there will be a 50% increase in the number of students, families and community members targeted for services receiving services each year (Annual Targets: 19-20=2,031; 20-21=2,285; 21-22=2,539; 22-23=2,793; 23-24=3,047).</p>	All strategies	Program/service attend (aligned with GPRA)
<p>Objective 2.2 To increase student and family engagement</p>		
<p>2.2.1 By 2023, there will be a 10% increase in staff and parent agreement associated with family engagement practices (Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%).</p>	<p>D1. Comprehensive Family Engagement Coordination</p>	Family Engagement Scale (EVSC My School Survey)
<p>2.2.2 By 2024, there will be a 10% increase in staff and student agreement associated with student engagement practices (Annual Targets: 19-20=2%; 20-21=2%; 21-22=2%; 22-23=2%; 23-24=2%).</p>	<p>B1. High quality comprehensive afterschool and summer learning</p> <p>E2. Junior Achievement</p> <p>F1. School-based Site Councils</p>	Student Engagement Scale (EVSC My School Survey)

<i>Objective 2.3 Increase student/family protective factors and reduce risk factors of school maladjustment</i>		
2.3.1 Annually, 80% of families receiving case management will decrease family behavioral concerns from baseline to 3 months.	D2. Case Management for Specialized Populations	Family Behavioral Concerns Assessment
2.3.2 Annually, 80% of students receiving social work services will decrease teacher behavioral concerns from baseline to 3 months.	G2. Social Work Services (EVSC, Youth First)	Behavioral Concerns Assess. (Youth First Data System)

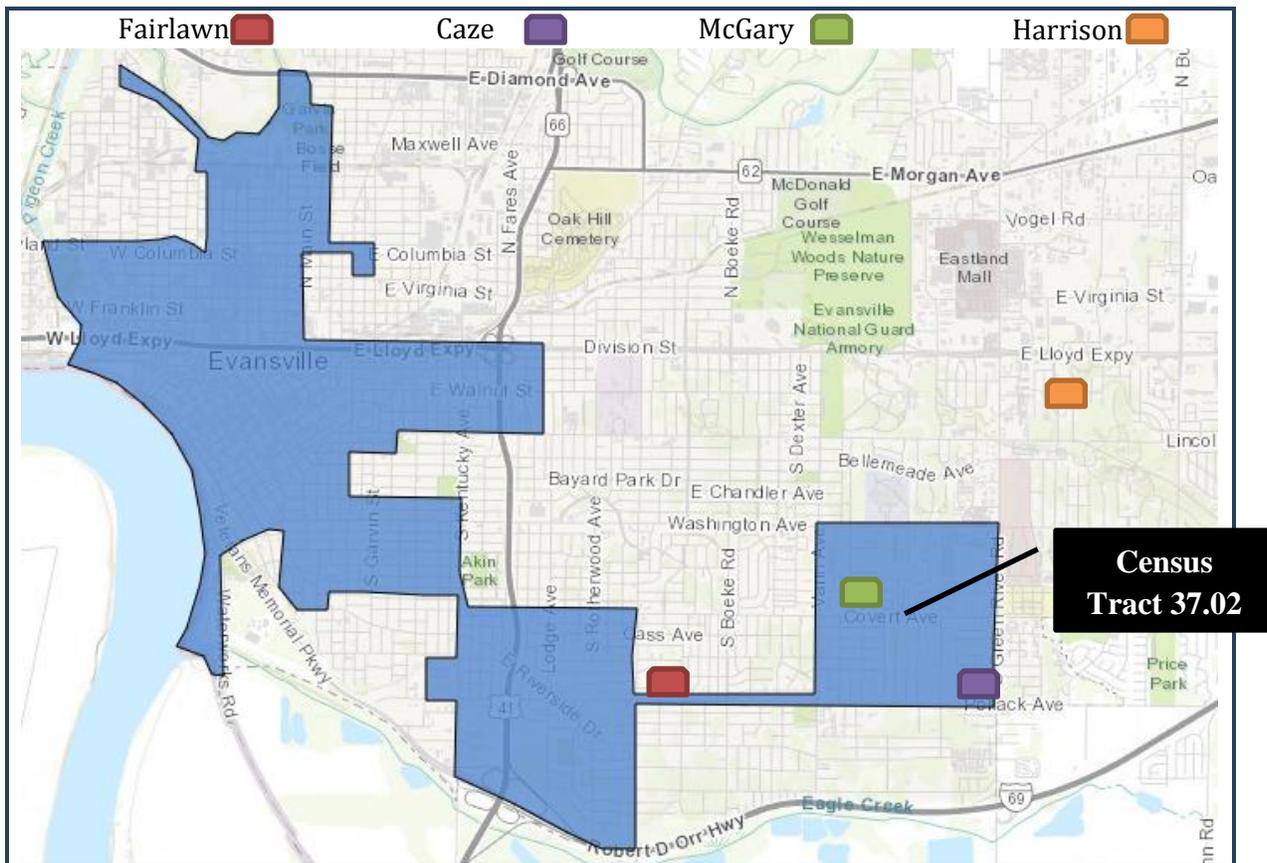
(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Description of Community/District: (requirement 1) Situated in Southwestern Indiana, Evansville is in Vanderburgh County (pop. 181,616 [85.9% white, 9.6% black, 2.7% Hispanic, and 4.5% other]). Our community exceeds state and national poverty rates, with 23.3% below poverty in the city (IN: 13.5%; US: 12.3%), and 9,593 households (12.8%) receiving SNAP. The county (\$44,815) and city (\$36,956) median household income is lower than the state and nation (IN: \$55,182; US: \$57,652). The violent crime rate per 100,000 for the city of Evansville (691.1) is higher than the nation (382.9). In 2016, Evansville was awarded a Promise Zone designation by the Housing and Urban Development (HUD) to implement a systemic community initiative designed around 6 goals: Increase economic development, increase jobs, reduce crime, strengthen educational opportunities, increase access to affordable housing, and increase health and wellness and access to healthcare. The Evansville Promise Zone consists of Evansville’s most economically depressed areas with neglected housing and infrastructure, urban decay,

under resourced or non-existent neighborhood associations, highest crime rates, and other education, health and community need risk indicators. Three of the targeted schools (Fairlawn, Caze, & McGary) are located in the Promise Zone and Harrison is the feeder high school for the three schools. All focus schools serve students and families within the zone. Further, nearly a quarter (23%) of all PZ residents live in Census tract 37.02, which is the predominant Census Tract for these schools (Figure 1, below). Specifically, Census Tract 37.02 reflects a population center for the FSCS initiative. This tract represents a large percentage of children and families from the four focus schools and has some of the highest needs relative to other tracts within the zone. Specifically, nearly a quarter (23%) of all PZ residents live in this Census tract and 25% of these are younger residents (birth to 17). This Census tract (37.02) also has a higher percentage of children birth to 5 years of age (9.8% birth to 5 compared to 8.6% in the PZ), and the largest percentage of Hispanic or Latino residents (10.6% Census Tract 37.02 compared to 5.2% in the PZ). Further, a slightly higher percentage of households in this area receive SNAP (32.8%) compared to the PZ (31.7%).

The **Evansville Vanderburgh School Corporation (EVSC)** serves 22,601 students in 18 elementary, 7 middle, 6 high, 4 K-8, and two alternative schools; 30.8% are minority (69.2% white, 14.2% black, 9.2% multiracial, 4.7% Hispanic, 1.4% Asian, and 0.8% Nat. Hawaiian or Other Pacific Islander), and 16% receive special education services. Over the last 19 years, the EVSC has seen a 47% increase in poverty (39% in 2000 to 57% in 2019). Over the last 10 years, EVSC has seen a 50% increase in ESL students (582 students in 2019). Over the last five years, EVSC has averaged a little over 500 students identified as homeless under the McKinney-Vento definition.

Figure 1. Promise Zone Map with Focus Schools



Students, Families, Schools, and Community Needs: (req. 4a and 4b) Multiple stakeholder groups (students, parents, community residents, businesses, partners, school staff, building administrators, and district support staff) contributed to the development of school improvement plans to address school-specific needs. Aligned with these plans, the FSCS model will provide coordinated academic, social, emotional, and health support to children, families, and community members, while integrating new and existing resources through a comprehensive coordinated delivery service system. While all students will be impacted in some way, **we expect to directly impact 2,031 individuals in Year 1 (1,531 students, 300 family members, and 200 community members), which will increase each year (Objective 2.1.1) to 3,047 individuals by Year 5 of the initiative (2,247 students, 500 family members, and 300 community members).** While

strengthened coordination and additional resources to fully implement identified strategies is needed, schools have implemented aspects of community schooling and are well positioned and ready to implement strategies outlined within this application. Data from students, families, staff, neighborhoods, schools, law enforcement, health agencies, and partners were used to gauge need, identify risk factors, and plan programs. Focus schools represent some of the highest poverty and most at-risk areas within our community and include a number of community assets to support successful implementation. Unique attributes of each school are provided below, followed by a detailed school-by-grade-level demographic profile and identified needs.

Caze Elementary (PK-5)

469 students (90% poverty, 20.7% special education, 65.9% minority, & 11.3% ELL)

Caze Elementary School is a Title I school. Caze has received an Indiana School Accountability Score of “F” for the past 4 years. However, Caze has a strong neighborhood history and school tradition to build on with the help of FSCS funding. The school was first established in the early 1900s and the current building has been around since 1926. Right now, Caze serves students in Pre-K through 5th grades. The school houses two early learning classrooms funded through EVSC’s Title I grant. The classrooms are licensed and accredited by the National Association for the Education of Young Children (NAEYC). The K-5 classrooms recently adopted a more student-centered learning approach through a partnership with the Learning Sciences Institute, and teachers are working together to enrich their teaching and student-coaching strategies. The school employs an EVSC Social Worker who assists students and families while also coordinating a school site council. The school provides some afterschool and family engagement programming in partnership with community agencies such as the YMCA and Girls and Boy Scouts. With the help of a local retired business owner, Caze has been able to provide field trips

to colleges and local business to introduce the students to post-secondary options. The school also has some faith-based partners it can call on for the immediate needs of students. Even with all these partnerships, the school staff, students and families struggle. The partnerships are fragmented, piecemeal, and uncoordinated. At the core, Caze needs FSCS resources to provide coordination and alignment of existing resources and support for expanding additional programming to fill in gaps. The school has also struggled to reach out beyond its walls to the surrounding neighborhood and apartment complexes. FSCS resources will provide capacity and ability to connect to the greater Southside area and truly becoming a center for the community.

Fairlawn Elementary (PK-5)

381 students (83.2% poverty, 13.9% special education, 42% minority, & 3.1% ELL)

Fairlawn Elementary is nestled between a church and small single family homes off of one of the city's East/West thoroughfares. The school was first established in 1955 and has seen many changes since that time. Currently, Fairlawn serves a diverse group of students in grades PK-5. Some students take part in limited afterschool programs provided in partnership with a parent volunteer who coordinates the activities. A number of teachers volunteer their time to assist in those programs. The school does not operate an afterschool bus and many students are not able to attend due to transportation issues. Transportation is also an issue for families. The school holds frequent family engagement events, and attendance is low. Many Fairlawn families work more than one job, while others struggle with incarceration. There are many students who are being raised by relatives. The school has a family engagement team made up of teachers who work outside of their classroom day to put on events and activities for parents. The school is interested in offering opportunities for parents to take classes and receive more support at the school, but it lacks the coordination and capacity to do so. The school is quickly becoming more diverse. In the past 3 months, the school has seen 20 Spanish speaking families move into the

building. Currently, the school does not have a site council; however, it does partner with area faith-based partners to help meet the needs of the students. The school has a social worker through a partnership with a local agency. Also, in 2018-19, the school provided a new early childhood program called WeeCare, but the program is only open to EVSC staff members at this time. A key strategy discussed later is expansion of this program to the community. In the past few years, under new principal leadership, Fairlawn has slowly changed its climate and culture. In 2019-20, only one staff person is leaving. Teachers and school staff are young, but they have a vision for the school, are willing to give of their time and effort, and are passionate and committed. FSCS funding will help all students, families, and staff reach their potential.

McGary Middle School (6-8)

301 students (83.7% poverty, 23.6% special education, 55.8% minority, & 4.0% ELL)

McGary Middle School serves students in grades 6th through 8th and is the feeder school for Caze and Fairlawn. The school is sandwiched between low-rent, high turnover apartment complexes and fast food restaurants on one of the main thoroughfares through the Southside of Evansville. There is no community center or gathering place in the neighborhood and few resources for youth or families. In many ways, McGary is a sanctuary for students. The school provides social work through a partnership with a local agency, some afterschool programs, and has recently partnered to provide lunch and recreational time during snow days. The school has strong partnerships with neighborhood faith-based agencies and a neighborhood Walmart that helps meet the immediate needs of students and family. Further, McGary's curriculum incorporates Science, Technology, Engineering, and Math with an Arts Infusion. With the help of community donations, the school is planning to be open the month of June to provide a STEAM-based summer camp. The school holds regular family nights as part of its Title I work, but struggles

with family attendance. Often times, students will come alone. The parents of many of the students are incarcerated or working two jobs, and they are being raised by relatives. Because of the prevalence of apartment complexes, students and families can be transient. In the past year, the school established a site council that has started to meet. In addition to that, staff turnover is low, and teachers are beginning to work to better understand the cultures of their students. The school is ripe to receive FSCS funding to take what is currently in place to the next level in effort to benefit the students, families and the surrounding Southside neighborhood.

William Henry Harrison High School (9-12)

1115 students (60.8% poverty, 15.9% special education, 45.5% minority, & 4.1% ELL)

William Henry “Harrison” High School serves students in grades 9 through 12 and is the feeder high school for Caze, Fairlawn, and McGary. In the past few years, the student body of Harrison High School has changed; it is now the most diverse of the 6 high schools in the EVSC. In nearly every way, Harrison’s demographics represent the changing demographics in the United States. Harrison’s leadership views the school’s diversity as a powerful strength as the rich cultures merge to create a more creative learning environment. But the shift in students is not without its challenges. The school has consistently received a passing school grade from the state of Indiana; however, that’s largely because student have demonstrated growth on standardized tests. That growth has not translated into high performance, particularly among students of color, and students from under resourced neighborhoods. In the past few years, the school has nurtured community partnerships and programs designed to provide options to meet the needs of the wide array of students. Currently, the school houses a JROTC program, the Randall T. Shepard Academy for Law and Social Justice, and the International Newcomers’ Academy (INA) for English Language Learners. Recently, the school partnered with a large manufacturing company,

Berry Global, to provide a forklift certification class for students with guaranteed employment upon completion. The school also partners with area churches and faith-based organizations to meet the immediate needs of students. For the most part, students are bussed to Harrison, and transportation to afterschool events and/or academic tutoring is a barrier. It is also a barrier for families wishing to meet with school staff and/or attend events. The school has struggled to communicate post-secondary options with families and have struggled to engage them in supporting the work of the school. Due to the lack of coordination and facilitation, the school has also struggled to maintain a functional site council that would allow for even stronger community and family participation around school needs. FSCS funding will help to strengthen the overall coordination of community school strategies for students and families at Harrison. In addition, it is well documented that the transition into high school is a vulnerable time for students and families, especially those who have the greatest need. As the feeder high school, the FSCS grant will help to create a strong transition plan that connects students from other FSCS schools, as well as other district feeder schools, to ensure the social, emotional, and academic needed are addressed and barriers eliminated.

Table 2. Demographic Characteristics of Targeted Schools (2019-20)						
Schools	Grade	Enroll	% Poverty	% Sp. Ed.	% Minority	% ELL
Caze Elementary	PK	34	88.2	11.8	58.8	0.0
	K	75	90.7	8.0	65.3	13.3
	1	58	93.1	25.9	62.1	10.3
	2	71	85.9	16.9	57.7	11.3
	3	66	89.4	21.2	71.2	12.1
	4	87	93.1	27.6	65.5	5.7

	5	78	88.5	28.2	75.6	20.5
	Total	469	90.0	20.7	65.9	11.3
Fairlawn Elementary	PK*	14	0	7.1	21.4	100
	K	64	90.6	12.5	50.0	4.7
	1	61	75.4	8.2	41.0	3.3
	2	63	90.5	12.7	42.9	1.6
	3	61	93.4	24.6	37.7	4.9
	4	69	85.5	15.9	43.5	4.3
	5	49	81.6	10.2	40.8	0
	Total	381	83.2	13.9	42.0	3.1
McGary Middle School	6	107	84.1	26.2	52.3	3.7
	7	95	84.2	23.2	62.2	5.3
	8	99	82.8	21.2	58.6	3
	Total	301	83.7	23.6	55.8	4.0
Harrison High School	9	297	68.0	18.5	48.1	3
	10	279	63.1	14.0	43.4	6.5
	11	268	59.3	16.8	49.6	4.1
	12	271	52.0	14.0	40.6	3
	Total	1115	60.8	15.9	45.5	4.1

***Note:** Fairlawn does not currently implement a community PK program. These data represent the WeeCare program which is an early childhood program open only to EVSC staff members.

Need: Academic Failure. Caze, Fairlawn, McGary and Harrison are consistently well below the state average in the percentage of students passing ELA and Math ISTEP+. All schools are persistently low performing schools and in need of improvement (Table 3; Source: IDOE, 2019).

Table 3a. ISTEP – % of Students Above Standard (LA/Math) 2015-16 to 2017-18					
Caze Elementary		Grade Level			
		3	4	5	Total
15-16	School	17.1	22.7	21.0	20.1
	Indiana	54.1	54.8	53.7	51.6
% > Both LA/Math	School	14.3	17.5	28.6	15.1
	Indiana	53.1	54.1	53.8	51.4
16-17	School	14.3	10.8	17.5	13.9
	Indiana	53.1	52.7	52.6	50.7
% > Both LA/Math	School	14.3	10.8	17.5	13.9
	Indiana	53.1	52.7	52.6	50.7
Fairlawn Elementary		3	4	5	Total
15-16	School	25.8	51.4	25.0	34.5
	Indiana	54.1	54.8	53.7	51.6
% > Both LA/Math	School	27.1	48.5	36.2	37.7
	Indiana	53.1	54.1	53.8	51.4
16-17	School	23.4	48.1	30.2	33.0
	Indiana	53.1	52.7	52.6	50.7
% > Both LA/Math	School	23.4	48.1	30.2	33.0
	Indiana	53.1	52.7	52.6	50.7
McGary Middle School		6	7	8	Total
15-16	School	22.3	16.8	20.8	20.1
	Indiana	52.0	47.9	46.7	51.6
% > Both LA/Math	School	14.3	28.8	15.5	19.1
	Indiana	53.1	52.7	52.6	50.7
16-17	School	14.3	28.8	15.5	19.1
	Indiana	53.1	52.7	52.6	50.7

% > Both LA/Math	Indiana	52.8	46.2	48.3	51.4
17-18	School	19.1	17.2	25.2	20.8
% > Both LA/Math	Indiana	52.8	45.3	49.3	50.7
Harrison High School		10th			
15-16	School	29.8			
% > Both LA/Math	Indiana	32.2			
16-17	School	21.9			
% > Both LA/Math	Indiana	34.3			
17-18	School	17.2			
% > Both LA/Math	Indiana	33.7			

Further, when all grades were combined, 42% to 50% of students attending **Caze, Fairlawn, and McGary** met ELA and Math growth targets on the spring 2019 NWEA assessment, and less than half met proficiency levels for these assessments (Table 4).

Table 4a. 2018-19 NWEA Results by Grade Level					
	Grade Level	ELA		Math	
		% Prof.	% Meeting Growth Target	% Prof.	% Meeting Growth Target
		Caze Elementary	K	16%	28%
	1	23%	58%	30%	81%
	2	21%	49%	12%	28%
	3	18%	32%	20%	29%
	4	24%	42%	20%	35%

	5	19%	64%	21%	47%
	Total	20%	46%	20%	44%
Fairlawn Elementary	K	28%	33%	24%	33%
	1	29%	45%	29%	58%
	2	17%	25%	8%	38%
	3	30%	43%	22%	44%
	4	37%	59%	16%	53%
	5	38%	43%	29%	40%
	Total	30%	42%	21%	44%
McGary Middle School	6	21%	45%	16%	44%
	7	37%	55%	39%	57%
	8	33%	48%	34%	49%
	Total	30%	49%	30%	50%

Harrison High School is also a low performing school with 50% of 9th to 10th grade students meeting ELA proficiency levels and 45% growth targets on the spring 2018 NWEA assessment, and 52% of 9th to 10th grade students meeting Math proficiency levels and 57% growth targets on the spring 2018 NWEA assessment (Table 5).

Table 5. 2019-20 NWEA Results by Grade Level				
Harrison Grade Level (tested)	ELA		Math	
	%	%	%	%
	Prof.	Met Growth Target	Prof.	Met Growth Target
9	43%	38%	42%	49%

10	59%	51%	63%	67%
Total	50%	45%	52%	57%

Need: Behavior and Social Emotional Adjustment and Chronic Absences. The percentage of students missing 10 or more days ranged from 7.7% to 13.5% (Table 6) across schools. In 2017-18, a total of 184 students were suspended from target schools, which represented a total of 393 out-of-school suspensions. As shown in Table 6, the percent of students suspended ranged from 6% to 13%. According to the Vanderburgh Juvenile Court Judge, a large percent of students appearing in Juvenile Court have either been expelled or suspended.

Table 6. Attendance and Out-of-School Suspensions for Targeted Schools (2017-18)				
Schools	Grade	% of Students with 10 or more absences	Total Number of Out-of-School Suspensions	# of Unique Students Suspended Out of School
Caze Elementary	K	16.7% (13/78)	3	2
	1	11.5% (9/78)	3	2
	2	6.5% (5/77)	9	7
	3	6.5% (6/92)	13	9
	4	5.7% (5/88)	24	14
	5	5.5% (4/73)	19	11
	Total	8.6% (42/486)	71	45
Fairlawn Elementary	K	10.1% (7/69)	0	0
	1	9.2% (7/76)	1	1
	2	9.5% (6/63)	4	2

	3	3.9% (3/76)	6	6
	4	4.8% (3/63)	18	9
	5	8.5% (6/71)	16	9
	Total	7.7% (32/418)	45	27
McGary Middle School	6	10.8% (13/120)	11	10
	7	12.4% (16/129)	12	11
	8	16.8% (23/137)	11	10
	Total	13.5% (52/386)	34	31
Harrison High School	9	6.7% (22/326)	91	49
	10	9.9% (33/332)	63	42
	11	11.8% (37/313)	61	42
	12	10.6% (26/246)	27	20
	Total	9.7% (118/1217)	242	153

Need: Poverty & Home-Community Environment. Students/residents living in focus neighborhoods are among Evansville's poorest. Of residents located in the Promise Zone, 31.7% of households receive SNAP (Supplemental Nutrition Assistance Program), and 39.2% are at or above the 100 percent of poverty level. In focus schools, free and reduced lunch percentages range from 60.8% to 90.0%. Further, a total of 70 students are homeless in 2018-2019 (Caze=14, Fairlawn=18, McGary=12, and Harrison=26), which represents 16% of all students in the EVSC. The percent of single parent households is 39.6% in Vanderburgh County and 66% within the Promise Zone (IN: 33.7%; US: 32.2%; ACS 2013-17 5-year average). Mobility rates range from 11.3% to 18.4% across schools (Caze=18.4%, Fairlawn=12.0%, McGary=12.1%, and Harrison=11.3%). Currently, the need for foster parents is at an all-time high in Vanderburgh

County, as well as the need for CASA volunteers. A total of 203 students in EVSC are in the foster care system (or are wards of the state) and 16 (8%) of these students attend focus schools, which can greatly affect attendance, behavior, and focus. Mental health concerns and the opioid crisis are other environmental factors impacting students within our focus schools. Children in focus schools are exposed to violence in neighborhoods. According to the Indiana State Department of Health, there were 20 deaths in Vanderburgh County due to assault (homicide) (Indiana Mortality Report-2017). The Indiana Child Welfare Policy and Practice Group, directed by Gov. Holcomb, reviewed Department of Child Services and findings about the needs of children in the State. In 2017, Indiana's rate of children in out-of-home care was more than twice the national average, which the group says is a reflection of the opioid crisis. Vanderburgh County was one of the areas of focus. In Vanderburgh County, there were 76 drug overdose deaths with an average of 4.5 drugs found in the system of those who died via overdose. In Vanderburgh County, there were 43 suicide deaths in 2017 (Indiana Mortality Report-2017).

Need: Educational Attainment. Based on the most recent ACS (2017) 5-year average, 13.1% of Evansville residents overall and 19.3% of residents within the Promise Zone have less than a HS diploma (17.4% within Census Tract 37.02). Only 20.7% of Evansville residents and 13.8% of Promise Zone residents have a bachelor's degree or higher (IN=25.3%; US=30.9%). EVSC continues to lag the state in high school graduates (81.5%; IN: 88.1%).

Need: Student Disengagement (SD). During the spring of 2018, the EVSC conducted a survey of staff, families, and students (grades 3-12) to assess various aspects of student and family engagement. Results for the targeted schools reveal significant need related to student engagement. For example, across the targeted schools, only 34.5% to 57.5% of students reported liking school, and 33.8% to 67.4% reported looking forward to school on most days. Further,

between 45.9% to 53.6% of students across the targeted schools felt that other students care about them. Staff responses also suggested student engagement deficits. Across the targeted schools, 46.4% to 78.6% of staff reported that students think learning is important to their future success, and 8.3% to 42.6% of staff reported that students believe the homework assigned to them is important for their future (Table 7).

Table 7. 2018 Student Engagement (% Agree/Strongly Agree)

Item	Caze		Fairlawn		McGary		Harrison	
	Staff	Stud.	Staff	Stud.	Staff	Stud.	Staff	Stud.
Students like school	78.9%	57.5%	40.7%	45.1%	75.0%	44.7%	56.5%	34.5%
	(30/ 38)	(96/ 167)	(11/ 27)	(69/ 153)	(18/ 24)	(102/ 228)	(39/ 69)	(254/ 736)
Students look forward to coming to school on most days	85.4%	67.4%	64.3%	54.1%	84.0%	53.2%	56.7%	33.8%
	(35/ 41)	(116/ 172)	(18/ 28)	(86/ 159)	(21/ 25)	(126/ 237)	(38/ 67)	(250/ 740)
Students think that other students care about them	64.1%	38.5%	46.4%	38.1%	60.0%	53.6%	64.6%	45.9%
	(25/ 39)	(52/ 135)	(13/ 28)	(53/ 139)	(15/ 25)	(111/ 207)	(42/ 65)	(315/ 687)
Students think that learning is interesting	70.7%	71.8%	42.9%	58.3%	48.0%	54.1%	57.1%	60.9%
	(29/ 41)	(122/ 170)	(12/ 28)	(88/ 151)	(12/ 25)	(125/ 231)	(40/ 70)	(452/ 742)

Students think that learning is important to their future success	78.6% (33/ 42)	82.8% (144/ 174)	46.4% (13/ 28)	82.2% (129/ 157)	56.0% (14/ 25)	78.3% (184/ 235)	65.7% (46/ 70)	86.3% (632/ 732)
Students believe the homework assigned to them is important for their future	35.7% (15/ 42)	82.0% (141/ 172)	25.0% (7/ 28)	70.4% (107/ 152)	8.3% (2/ 24)	68.1% (158/ 232)	39.7% (27/ 68)	49.6% (362/ 730)
Students believe that homework is important work	33.3% (14/ 42)	79.4% (135/ 170)	17.9% (5/ 28)	68.9% (111/ 161)	8.3% (2/ 24)	57.5% (134/ 233)	42.6% (29/ 68)	47.9% (355/ 741)

Need: Family Engagement (FE). During the spring of 2018, the EVSC conducted a survey of staff, families, and students (grades 3-12) to assess various aspects of student and family engagement. Results for the targeted schools reveal significant need related to family engagement. However, perceptions varied between staff and families. Across the targeted schools, 36.0% to 66.7% of staff members and 32.9% to 54.6% of family members reported that families feel ownership in the schools. Similarly, 23.1% to 62.2% of staff members and 42.1% to 66.7% of families reported that parents (legal guardians) play an active role in decision-making in the schools (Table 8).

Table 8. 2018 Family Engagement (% Agree/Strongly Agree)

Item	Caze		Fairlawn		McGary		Harrison	
	Staff	Fam.	Staff	Fam.	Staff	Fam.	Staff	Fam.
Families feel ownership	65.0% (26/ 40)	54.6% (65/ 119)	36.0% (9/ 25)	52.6% (50/ 95)	66.7% (16/ 24)	57.1% (129/ 226)	54.2% (32/ 59)	32.9% (50/ 152)
Parents (legal guardians) play an active role in decision-making	62.2% (23/ 37)	66.7% (76/ 114)	23.1% (6/ 26)	55.6% (50/ 90)	40.0% (10/ 25)	63.0% (145/ 230)	48.3% (29/ 60)	42.1% (61/ 145)

Need: Disproportionality/Equity. Data collected for the Office of Civil Rights (OCR) shows that the EVSC has disproportionately negative outcomes for marginalized students and adults across all areas of the district. This disparity is present within focus schools as evident by disproportionate percentages of minority students receiving Office Discipline Referrals (ODR).

As an example, one of the highest months of ODRs for the 2018-19 school year include:

- **Caze:** 4% (n=20) of all students received an ODR in March 2019. While 66% of enrolled students were minority, 90% of those receiving an ODR were minority.
- **Fairlawn:** 6% (n=24) of all students received an ODR in March 2019. While 42% of enrolled students were minority, 71% of those receiving an ODR were minority.
- **McGary:** 14% (n=42) of all students received an ODR in December 2018. While 55% of enrolled students were minority, 67% of those receiving an ODR were minority.
- **Harrison:** 8% (n=94) of all students received an ODR in September 2018. While 45% of enrolled students were minority, 69% of those receiving an ODR were minority.

Need: Readiness for school. ELA NWEA proficiency rates for kindergarten students ranged from 16% to 28%, while only 28% to 33% of kindergarten students met growth targets in spring 2019. Further, Math NWEA proficiency rates for kindergarten students ranged from 19% to 24%, while 33% to 52% of kindergarten students met growth targets in spring 2019 (Table 9). These data suggest that students are falling behind academically at an early age, which appears to impact subsequent years. Specifically, the Indiana Reading Evaluation And Determination (IREAD-3) assessment measures foundational reading standards through grade three. While Fairlawn has made some progress, both Caze and Fairlawn have had lower IREAD passing percentages than the rest of the state over the last three years. In 2018, focus schools ranged from 11.7 to 27.1 percentage points below the state average (Table 10). Further, survey data suggest that students may not be exposed to reading outside of the school day. In the 2018 EVSC Student Survey, across Caze, Fairlawn, and McGary, between 22% and 33% of family participants reported that students had someone read to them (or encourage them to read) every day, and only 22% to 41% of students in these schools reported reading to themselves or others every day.

Table 9. 2017-18 NWEA Results by Grade Level

School	Grade Level	ELA		Math	
		% Prof.	% Meeting Growth Target	% Prof.	% Meeting Growth Target
		Caze	K	16%	28%
Fairlawn	K	28%	33%	24%	33%

Table 10. Third Grade IREAD			
Year		Caze	Fairlawn
15-16 % > Reading	School	67.6%	68.8%
	Indiana	84.0%	84.0%
16-17 % > Reading	School	61.6%	80.4%
	Indiana	89.5%	89.5%
17-18 % > Reading	School	60.0%	75.4%
	Indiana	87.1%	87.1%

Need: Competency and coordination of Social Emotional, Academic and College/Career

Readiness Supports. In fall 2017, EVSC was awarded funding from the Lilly Endowment to implement a comprehensive counseling initiative designed to address identified gaps in services and supports provided to students and families. The independently conducted gap analysis utilized research-based and recommended standards and practices from the American School Counseling Association (ASCA), National Association of School Psychologists (NASP), and School Social Work Association of America (SSWAA) to first identify core services provided by school counselors, psychologists and social workers. Based on these standards, the amount of time professionals spent actually engaged in these practices was examined. Additionally, the gap analysis examined competency in implementing social emotional, academic, and college and career planning, the extent to which these professionals effectively coordinated services, and supports being delivered to students and families. Selected gaps included (a) professionals spent far less time in recommended delivery of services to students, (b) reported a need to strengthen social emotional, academic, and college and career competencies, (c) counselors reported not

implementing research-based counseling curriculum, and (d) lack of clarity regarding roles and responsibilities of various counseling positions.

Need: Health and Wellness and Healthcare Access. Indiana has one of the highest infant mortality rates, ranking 42nd in the nation. These rates are even higher in southwestern Indiana. Between 2011 and 2015, 180 infants died before their first birthday. Further, a prior Gallup Poll report named Evansville “The Most Obese City in America,” finding that approximately 38% of residents were clinically obese (i.e., BMI of 30 or greater). This report reinforces other local and regional findings and underscores the need for initiatives that target nutrition and fitness. Based on the 2018 EVSC My School Survey for the targeted schools, between 17% and 25% of students reported being physically active for at least 60 minutes per day, 33% to 56% reported eating fruit 2 or less times per day, and 45% to 58% reported eating vegetables (for example, green salad, potatoes, and carrots) 2 or less times per day (Table 11). Regular check-ups, screenings, nutrition, and fitness often are low priorities for low-income families. The EVSC has seen an increase in the number of children with Type II diabetes, and asthma is the most prevalent chronic disease in the EVSC.

Table 11. 2018 Healthy Behaviors			
	% of students		
Schools	60 minutes of physical activity per day	Eating fruit 2 or fewer times per day	Eating vegetables 2 or fewer times per day
Caze (3-5)	18.3% (31/169)	34.9% (59/169)	46.2% (78/169)
Fairlawn (3-5)	20.4% (32/157)	39.1% (61/156)	51.9% (81/156)
McGary (6-8)	24.6% (67/272)	33.8% (91/269)	45.6% (124/272)
Harrison (9-12)	17.7% (160/902)	55.1% (498/903)	57.3% (517/902)

Need: Trauma/stress. Children exposed to domestic violence, neighborhood violence, parents who struggle with substance use disorder, and other Adverse Childhood Experiences (ACES) experience brain wiring that sets them up with less tolerance for stress. According to the Center for Disease Control study on the ACES, the experience of 4 or more ACES (e.g., physical abuse, substance abuse) is predictive of multiple health concerns including obesity, substance abuse disorder, mental health diagnosis, heart disease and diabetes. Children who do not have routine positive interactions with adult caregivers may lack the skills to build empathy, perspective taking and the power of social intelligence that provides the basis for success in life. General health overall is impacted by ACES. According to the 2018/2019 County Health Rankings, Vanderburgh County ranks 81st out of 92 Indiana counties for health outcomes. Parents managing poverty are also challenged by various systemic struggles that may increase childhood experience of ACES or decrease access to needed services when medical and mental health needs are identified. As evidenced by the significant academic, social emotional, behavioral, and health needs described within this section, students in our four focus schools are currently experiencing or historically have had exposure to trauma and chronic stress.

(B) QUALITY OF PROJECT SERVICES

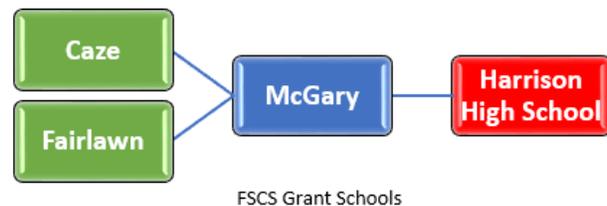
(1) The likely impact of the services... on the intended recipients of those services.

In partnership with our community, the EVSC FSCS Initiative includes a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Both new and existing services will be coordinated under a comprehensive framework. All strategies are supported by promising evidence and effective practice and intentionally selected based on identified needs described previously. As noted previously and in later sections, as a district, the EVSC has embraced the

movement of full service community schooling and has integrated full service services and supports. However, the district recognizes that strengthened coordination of these services, especially at the school level, is critical to successful implementation. Therefore, the addition of full-time (52-week) full service community school coordinators in each of these schools through combined district and FSCS funding is viewed as a core strategy that underscores all new and coordinated strategies outlined in this application. This initiative will serve to fully implement community schooling in the identified schools, while creating opportunities for other schools in the district to learn best practices for implementing in their school communities. Schools were intentionally identified for three primary reasons:

(1) Shared Attendance District. Caze,

Fairlawn, McGary and Harrison are all in the same attendance district. A key theme of this application is strengthening the coordination and transition of children from



birth through post-secondary. By focusing on this designated attendance district, our partnership seeks to maximize the resources being invested, while impacting the lives of generations of families. Our plan focuses in building effective transitions for children through the pipeline from birth to PK, PK to elementary, elementary to middle school, middle to high school, and high school to college and/or career. This approach strengthens the impact of proposed services on intended recipients.

(2) Readiness to Implement. Each school selected to participate in this application has participated in planning and identified strategies to address needs in their school and community. This includes school leadership, staff, families and community partners. Schools have committed

building principals who have all agreed to be active partners in implementation. Community agencies also recognize that these schools lack resources and are eager to partner to address service gaps, while maximizing current services. The schools were identified in part because of the potential for the continuum of coordinated supports and the needs of each learning environment. Initially, planning meetings were held with each principal and their leadership team to discuss implementing community schools to the fullest. This expanded to include feedback from staff, families, community partners, and key district support personnel in the Center for Family, School, and Community Partnerships. Superintendent Dr. Smith and the EVSC Executive Leadership Team vetted the schools and agreed the focus schools represented the best opportunity to coordinate and expand pipeline services for students, families, and members of these school communities. The identified schools are ready to implement the initiative and will serve as a beacon for other EVSC schools in implementing community schools to the fullest.

(3) Under Resourced and Connection to the Promise Zone (PZ): As noted previously, three of the four schools are located in the PZ and all schools serve children and families within the zone. While residents within the PZ have been shown to have significant needs, due to location, the Southeast side of the PZ is traditionally underserved. In fact, this is one of the main reasons the PZ planning committee included the area in the designation. As noted earlier (page 14 and Figure 1), this area also reflects some of the highest need in the PZ and a large percent of residents. Census Tract 37.02 within the PZ reflects a population center for the FSCS initiative. This tract represents a large percentage of children and families from the four focus schools and has some of the highest needs relative to other tracts within the zone (e.g., Tract represents 23% of all residents in the overall PZ and 25% of these are younger residents (birth to 17), a higher percentage of children birth to 5 years of age, the largest percentage of Hispanic or Latino, and a

slightly higher percentage of households receive SNAP relative to the PZ). However, despite the large number of residents and the needs, this area continues to be underrepresented as far as interventions within the broader PZ (Note: other areas of the PZ are closer to downtown and other revitalization efforts, which have more resources to leverage; also, given the size of the PZ, capacity to address all needs is limited). The FSCS grant will help strengthen coordination within these schools by providing a designated full-time (52 week) community school coordinator, which will strengthen community capacity to realize PZ goals, which are directly aligned with the objectives outlined in this application. Specifically, the **Promise Zone education goal** is to *increase educational opportunities through a coordinated community school strategy that includes high quality early childhood experiences, community and school partnerships, systems that support learning, and connecting youth with resources to support postsecondary education.* Specific **Promise Zone objectives** include: (1) Expand the number of children (infants, toddlers, preschool) within the Promise Zone who attend high quality early childhood programming prior to entering kindergarten; (2) Expand Positive Intervention and Supports and Response to Intervention to include a focus on academics, social/emotional supports, family engagement, and neurological health; (3) Increase the number of youth attending high quality out-of-school time programs (before, after, summer) within the Promise Zone; (4) Increase the number of 7th and 8th grade youth living in the Promise Zone who are enrolled in the 21st Century Scholars program. In addition, the PZ is also actively working to increase employment, economic activity, access to health resources, access to affordable housing, and reduce crime. Central to our FSCS plan is an intentional alignment with the PZ. To ensure alignment, the FSCS Project Director and each FSCS coordinator will attend the PZ education committee each month, and the PZ Director or the City of Evansville Liaison will also attend monthly site council meetings at each school.

Also, the current data evaluation partner for the Promise Zone will also evaluate the FSCS initiative. The proposed outcomes in Table 1 have already been aligned with the PZ evaluation framework. This will support consistent reporting related to progress and improvement needs.

To further demonstrate this alignment, the PZ objectives listed above are linked to identified pipeline services outlined within Table 11 below. This table summarizes strategies by the need and pipeline service area they are designed to address. Next, a description of each pipeline strategy to be coordinated and provided by schools and partners is provided. Importantly, while strategies are described separately, strategies will be implemented as a coordinated pipeline of service. To assist in understanding which strategies are new and which strategies are to be strengthened through coordination, a description is included after each strategy in the table below. Each strategy description also includes:

- a) An overview of the strategy,
- b) Frequency with which the strategy will be implemented,
- c) Specific schools targeted with the strategy and core partners,
- d) Needs being addressed by the strategy,
- e) Why the strategy/services was selected, including supporting research
(requirement 4d),
- f) How services will improve academic achievement **(requirement 4d),** and
- g) How the strategy will address the annual measurable performance objectives and outcomes **(requirement 4d).**

Table 11. Summary of EVSC Strategies by Need and Pipeline Service

Identified Needs from Section A	Pipeline Service Area	EVSC FSCS Strategy	<u>Examples:</u> Equity Framework
<i>Addresses all identified needs</i>	(A) through (H)	Universal Strategy 1. Equity framework: New strategy for all FSCS locations	Framework will include intentional focus on increasing access to programs/services for families of diverse backgrounds under each strategy.
<i>Academic Failure, Behavior and Social Emotional Adjustment and Chronic Absences, Poverty and Home-Community Environment, Educational Attainment, Student</i>	(A) High-quality early childhood education programs.	A1. Comprehensive early childhood education: Existing strategy coordinated at Caze to strengthen preparation for and transitions with kindergarten; PK classroom added at Fairlawn in 2019-20. (PZ Strategy) A2. Pre To 3: Current strategy within Vanderburgh	Steps will be taken to routinely look at subgroup student data to ensure that all students are achieving success through the early childhood program. Information on the program and academic strategies used in the program will be provided

<p><i>Disengagement (SD), Family Engagement (FE), Disproportionality /Equity, Readiness for School</i></p>		<p>County; FSCS initiative will connect qualifying families in the focused neighborhoods with home visiting.</p>	<p>to all families in their native language.</p>
<p><i>Academic Failure, Behavior and Social Emotional Adjustment and Chronic Absences, Poverty and Home-Community Environment, Student Disengagement, Disproportionality /Equity, Health and Wellness and Healthcare Access</i></p>	<p>(B) High-quality school and out-of-school-time programs and strategies.</p>	<p>B1. High quality comprehensive afterschool and summer learning: Expanded programming to be offered at Caze and McGary and new programs provided at Fairlawn and Harrison. Funding from the FSCS grant will be integrated with school and community resources to expand and improve the quality of programming provided to students at these schools with increased focus on individual and small group tutoring. (PZ Strategy)</p>	<p>Take steps to increase diversity of community partners that have pre-established relationships among subgroup populations in order to expand access to programming and representation among tutors and other program providers.</p>

		<p>B2. Bridging Literacy:</p> <p>Currently offered on-site at Caze and will be expanded to Fairlawn. (PZ Strategy)</p>	
<p><i>Academic Failure, Behavior and Social Emotional Adjustment and Chronic Absences, Poverty and Home-Community Environment, Educational Attainment, Student Disengagement (SD), Family Engagement (FE), Disproportionality /Equity, Competency and Coordination of</i></p>	<p>(C) Support for a child’s transition... including any comprehensive readiness assessment determined necessary.</p>	<p>C1. Evidence-based counseling curriculum, career planning, and professional learning communities (Social emotional, academic and college and career readiness): New strategy to be fully implemented in Caze, Fairlawn, McGary, and Harrison. (PZ Strategy)</p> <p>C2. ACTIVATE® : New strategy to be provided at Caze and Fairlawn.</p> <p>C3. Elementary-Middle-High School Transition: New strategy for all schools. Planning will be conducted</p>	<p>Intentional support will be provided to improve outreach to subgroup populations and families related to career planning, including counseling around career options in fields that have disproportionate representation of those populations.</p>

<i>SE, Academic and College/Career Readiness</i>		in Year One and plan implemented beginning in Year Two.	
<i>Poverty and Home-Community Environment, Educational Attainment, Family Engagement (FE)</i>	(D) Family and community engagement and supports.	<p>D1. Comprehensive Family Engagement Coordination: New strategy to be fully implemented at all schools.</p> <p>D2. Specialized Case Management and Outreach: New strategy to be implemented at Caze and Fairlawn.</p>	Comprehensive family engagement coordination includes developing evidence-based approaches that attract, involve, and engage families, who for various reasons, including cultural, may not be engaged.
<i>Academic Failure, Poverty & Home-Community Environment, Educational Attainment, Student Disengagement, Disproportionality</i>	(E) Activities that support postsecondary and workforce readiness.	<p>E1. OptIN (Opportunities through Partnerships that Transform and Inspire): Current district strategy to be coordinated and intentionally implemented at McGary and Harrison. (PZ Strategy)</p> <p>E2. Junior Achievement: JA programs will be added to</p>	The program itself is equity based in that it is designed to address the needs of students who have traditionally been under served.

<p><i>/Equity, Chronic Absence</i></p>		<p>all schools as part of the FSCS grant. (PZ Strategy)</p>	
<p><i>Academic Failure, Behavior and Social Emotional Adjustment and Chronic Absences, Poverty and Home-Community Environment, Student Disengagement, Family Engagement (FE), Disproportionality /Equity, Health and Wellness</i></p>	<p>(F) Community- based supports...</p>	<p>F1. School-based Site Councils: Currently implemented at McGary and Caze, but will be strengthened to include additional partners and frequency; new strategy to be implemented at Fairlawn and Harrison. (PZ Strategy)</p>	<p>Will include a plan to ensure participation of diverse individuals on school-based site councils, including parents/other individuals proportionately representing subgroups. Steps will also be taken to make sure that all voices are heard, valued and utilized as part of the work of the site council through training in facilitation, leadership, and collaborative functioning.</p>

<p><i>Behavior and SEL Adjustment and Chronic Absences, Poverty and Home-Community Environment, Disproportionality /Equity, Readiness for School, Competency and Coordination of SE, Academic and College/Career Readiness Supports, Health and Wellness, Trauma/Stress</i></p>	<p>(G) Social, health, nutrition, and mental health services and supports.</p>	<p>G1. St. Vincent Mobile Dental Clinic and Community Outreach: Existing strategy at Caze, Fairlawn, McGary, and Harrison to be coordinated through FSCS.</p> <p>G2. Social Work Services (EVSC, Youth First): Existing strategy at Caze, Fairlawn, McGary, and Harrison to be coordinated through FSCS. (PZ Strategy)</p> <p>G3. SEL interventionist: New strategy implemented at Caze, Fairlawn, and McGary. (PZ Strategy)</p>	<p>Outreach will be intentional in looking at the demographic subgroup data of the school to ensure that both community outreach and services are accessed proportionately according to the demographics of the school’s student population.</p>
<p><i>Academic Failure, Behavior and SE Adjustment and Chronic Absences, Poverty and</i></p>	<p>(H) Juvenile crime prevention and rehabilitation programs.</p>	<p>H1. Partnership with Juvenile Court – CARES (restorative practices): Existing strategy to be coordinated through FSCS.</p>	<p>This existing strategy addresses the needs of students that struggle the most, and is currently disproportionately made</p>

<p><i>Home-Community Environment, Student Disengagement, Family Engage., Disproportionality /Equity</i></p>		<p>H2. Truancy Roundtable: Existing strategy to be coordinated through FSCS.</p>	<p>up of students of color and low economic students. The program is equity based in that it is designed to address the needs of students who have traditionally been under served.</p>
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Equity Framework: A universal strategy underlying all pipeline services and supports involves an equity training and support framework designed to increase school staff and community partners’ understanding, appreciation, and implementation of supports that ensure equal access and treatment of participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability as defined in the notice inviting applications. Program planning will include activities, opportunities and services for individuals that address the needs of all. This strategy is described below and examples of application to other strategies is included in Table 11.

<p>Universal Strategy 1. Equity Framework</p>
<p>(a) Overview: This strategy involves the creation of an Equity Framework focused on increasing the cultural proficiency skills of all adults who directly and indirectly impact the success of students and families in focus schools. Through planning, implementing evidence-based practices, and training, the initiative will assure that cultural proficiency is a cornerstone</p>

of teaching practices, behavior management strategies, family engagement and leadership development for school staff and community partners within full-service community schools. Planning for the equity model will include bringing in consultants to specifically work with school staff and community partners to examine current practices and initiatives, and to look for alignment to culturally proficient practices, as well as provide needed education on what culturally proficient practices include. A diverse group of individuals from focus schools and the community will make up an advisory group for the Office of Diversity & Equity's Chief Diversity Officer (CDO), who helps to set the vision for the district related to equity and diversity. This group will meet monthly to advise the CDO and provide feedback on professional development needs for the school and community around building cultural proficiency. Parents and other community members working with the focus schools will also have an opportunity to be part of the advisory group. Further, the Office of Diversity & Equity is working in collaboration with the Evansville Human Relations Commission to implement 'Not In Our School,' which is a program that creates safe, accepting and inclusive school communities. This program will be piloted in the focus schools as a way to help improve relationships among students of all cultural backgrounds and contribute to a positive school climate. Finally, there will be intentionality related to outreach to and representation of the diverse populations in each school. In order to achieve this, schools will utilize data-based decision-making, which will include routinely look at data by subgroup, in order to examine the proportionality of ethnic and cultural populations in the schools as compared to how they are represented and/or being served through our programs and services. Individuals responsible for each of the strategy areas will also examine data throughout the life of the grant to determine if strategies are having the intended impact across diverse subgroups,

including linguistically diverse students and families, and will make adjustments to outreach and collaboration in order to have a greater impact on those populations. Table 11 provides examples of how the framework will be applied within each FSCS strategy.

(b) Frequency: Trainings will be provided each semester for various employee and community groups, with the intent to reach every school staff member and community partner working in the school. Trainings will take the form of in-person meetings with the CDO or other diversity professionals/consultants, book studies, or virtual trainings, which would be developed through the Office of Diversity & Equity. Data-based decision-making related to additional intentional support for students and families from underserved or under-represented subgroups will be on going.

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary, and Harrison. *Core Partners:* Includes all partners providing services and supports described within each strategy, and may include others as needed based on equity impact within each strategy.

(d) Needs Addressed: This strategy ensures that all pipeline strategies have equity as a centerpoint, rather than an afterthought. *Specific need areas from Section A2:* Strategy impacts all need areas with a specific focus on addressing disproportionality/equity and the achievement gap for culturally and linguistically diverse students.

(e) Why strategy/service selected (requirement 4d): While the EVSC has done similar cultural competency-based education, the Equity Framework is a new strategy that will specifically target needs within the four focus schools. Funding will help to support training expenses, as well as cultural competency assessment. This strategy was selected to address educational disparities within focus schools as identified within the needs sections, as well as promising evidence supporting the value of cultural competency education and training. As shown previously, data collected for the Office of Civil Rights (OCR) shows that our district has disproportionately negative outcomes for marginalized students and adults across all areas of the district. District efforts to address these disparities has shown that consistent professional and leadership development among teachers and staff in our target buildings can have a positive impact on school climate and teacher/student relationships. This strategy will involve a more intentional and targeted approach in select schools which has the potential to improve outcomes across many OCR indicators.

(f) How strategy/service will improve student academic achievement (requirement 4d): Research has shown that without an intentional focus on culturally responsive pedagogy, including examining the content of what is taught (i.e., diverse materials from multiple perspectives), as well as the context of what is taught (i.e., teacher cultural identity, student cultural identity, hidden bias, school climate), culturally and linguistically diverse students and students of poverty will continue to experience an achievement gap (Gay, 2010; Ladson-Billings, 1995; Richards, Brown, & Forde, 2007; Villegas, & Lucas, 2002). Training for various employee groups and community partners (teachers, secretaries, paraprofessionals, administrators, partners) will also positively impact responses to student behaviors, as well as

overall engagement of diverse learners in pipeline services. This strategy aligns with Recommendation #1 Step 1 (Concretely describe the behavior problem and its effect on learning) and Recommendation #4, Step 3 (Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior) in the What Work Clearinghouse Practice Guide Reducing Behavior Problems in the Elementary School Classroom (September 2008).

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): The Equity Framework will address all goals and objectives outlined in Table 1 (Section A1) by ensuring all students are connected with pipeline strategies. To address current disparities, the specific objectives and outcomes where we expect to see the most change includes Objective 1.1 To increase students' academic performance and school readiness (Outcome 1.1.6) and Objective 1.2 To decrease student absences and disruptive behaviors (Outcomes 1.2.2 and 1.2.3). Process measures are provided in Section E1.

SERVICE AREA (A) High-Quality Early Childhood Education Programs

(A1) Comprehensive Early Childhood Education

(a) Overview: Early childhood programming is currently provided to children ages 3-5 at Caze Elementary through two community classrooms, and Fairlawn Elementary currently offers a Wee Care program specific to children of EVSC staff members. A new early childhood program will be provided at Fairlawn in 2019-20. EVSC Early Childhood Program Classrooms prepare children for kindergarten and a lifetime of learning. The EVSC is

blending funding sources, including Title I and Indiana Early Childhood Education “On My Way Pre-K” to provide services. Each classroom is/will be licensed and accredited by the National Association for the Education of Young Children. All classrooms are/will be on Indiana’s child care rating service (Paths to Quality) at either Level 3 or 4 (highest=4). Because Title I funding is utilized, EVSC follows the Head Start Performance Standards.

(b) Frequency: Classes are/will be held five days a week.

(c) Schools/Partners: *Schools:* Caze (two classrooms on-site) and Fairlawn (will add new classroom in 2019-20). *Core Partners:* 4C of Southern Indiana (early childhood resource)

(d) Needs Addressed: Access to early learning can be difficult for families. This strategy eliminates barriers to early learning for children from under resourced families and neighborhoods by providing access to services directly in neighborhoods where families live. *Specific need areas from Section A2:* Academic Failure, Poverty & Home-Community Environment, Educational Attainment, Student Disengagement (SD), Family Engagement (FE), Disproportionality/Equity, Behavior and SE Adjustment, and Chronic Absence.

(e) Why strategy/service selected (requirement 4d): Early childhood programming is an existing strategy at Caze and will be coordinated through the FSCS Initiative. The strategy will be added to Fairlawn. This strategy was selected because of the alignment with the EVSC’s Strategic Agenda, alignment with Evansville Promise Zone’s goal of increasing access to high quality early childhood development programs, and promising evidence supporting high quality early childhood programming. Research shows that providing a high quality education for children before they turn five yields significant long-term benefits. In a recent review of 115 program evaluations using randomized control trials, Canon et. al (2017)

reported that 102 studies demonstrated a positive effect on at least one child outcome. Specifically, high quality early childhood programs contribute significantly to children's school readiness, helping children develop literacy, social-emotional, and cognitive development skills (Gormely, 2005; Love, 2005). Children from lower socio-economic levels may especially benefit from early learning opportunities (Tao et al., 2012). The socialization that occurs at this stage fosters the development of critical social-emotional skills easing the transition into kindergarten. Along with short-term impacts, longitudinal studies have shown that participation leads to higher graduation rates, higher earnings, reduced crime and greater stability in work and life situations (Barnett & Masse, 2007; Lee et al., 2012; Schweinhart et al., 2005). Young people who were in preschool programs are more likely to graduate from high school to own homes and have longer marriages, and are less likely to repeat grades, need special education, or get into trouble with the law. Garcia et al (2016) reported that high quality birth-to-five programs for disadvantaged children can deliver a 13% per year return on investment. As noted, the strategy follows Head Start Performance Standards. The Head Start Intervention Report from July 2015 located on the What Works Clearinghouse showed the program's "potentially positive effects" on reading comprehension.

(f) How strategy/service will improve student academic achievement (requirement 4d):

As described above, high quality early childhood programs contribute significantly to children's school readiness helping children develop literacy, social-emotional, and cognitive development skills. This strategy addresses the need for high quality early learning experiences for children that help them prepare for kindergarten and for school success while also helping their brains grow the connections they need to develop executive functioning.

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): Early childhood programming will directly impact academic and school readiness through direct math and literacy education and the development of critical social emotional skills. In turn, children will be better prepared for kindergarten, while assisting in easing the transition to school. The specific objective and outcomes to be addressed include Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.1, 1.1.2, and 1.1.3). Objective and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(A2) Pre To 3

(a) Overview: Expectant and new parents or guardians living in the identified school attendance districts will receive increased opportunity to enroll in Vanderburgh County Health Department's Pre To 3 home visiting program. Pre To 3 provides home visiting support for expecting mothers, infants, and families. Community Health Workers facilitate activities based on the Growing Great Kids curriculum to support bonding and secure attachments between parents and babies. FSCS schools will utilize targeted communication avenues and community partnerships to raise awareness and encourage eligible families' enrollment within the program. As families progress towards preschool enrollment, schools will collaborate with 4C and Pre To 3 to support both children and their families in the transition to classrooms at Caze and Fairlawn schools. 4C of Southern Indiana is a nonprofit serving as the official child care resource and referral agency for fourteen counties in Southwestern Indiana. Specific to this strategy, 4C will provide the following services: offer referrals and support to eliminate

barriers that will allow for access to childcare for families; expertise around child development to provide technical assistance and professional development around engaging families with young children; 4C home visitors will support implementation of Growing Great Kids (GGK) curriculum which is done through the Pre To 3 work in this area; and assist in designing effective practices for true family partnerships at an early childhood level.

(b) Frequency: Community Health Worker home education visit (after enrollment) (1x/week until age 3); Transition to preschool conference (1x per family before enrollment at age 3); Follow-up home education visits by grant-funded staff until preschool eligible (in applicable cases) (1x/month for up to 1 year)

(c) Schools/Partners: *Schools:* Caze School, Fairlawn School (families at McGary and Harrison) *Core Partners:* 4C of Southwestern Indiana, Vanderburgh County Health Dept.

(d) Needs Addressed: The Pre To 3 program addresses physical and mental needs of young families, while supporting the transition to high quality preschool at Caze or Fairlawn.
Specific need areas from Section A2: Academic Failure, Poverty & Home-Community Environment, Educational Attainment, Strengthen Family Engagement (FE), Chronic Stress, Disproportionality/Equity, Behavior and Social Emotional Adjustment, and Chronic Absence.

(e) Why strategy/service selected (requirement 4d): Indiana has one of the highest infant mortality rates, ranking 42nd in the nation and rates are even higher in southwestern Indiana. Vanderburgh County Health Department's Pre To 3 program reduces risks associated with infant mortality by providing long-term, consistent, hands-on support for expecting mothers, infants, and families within the home. The program addresses the three leading causes of

infant death in our communities including preterm birth, birth defects and sleep-related deaths. In addition, Pre To 3 assigned Community Health Workers facilitate activities based on the Growing Great Kids curriculum to support bonding and secure attachments between parents and babies. The quality of the infant-parent attachment is a powerful predictor of a child's later social and emotional outcomes. Longitudinal research has shown that infants with organized and secure attachment to a primary caregiver acts as a protective factor against later social and emotional difficulties. Children not developing secure attachments are more vulnerable to stress, have problems with regulation and control of negative emotions, and display oppositional, hostile, aggressive behaviors and coercive styles of interaction. Disorganized attachment in infancy has been linked to internalizing and externalizing problems in the early school years, poor peer interactions and classroom behavior issues as rated by teachers. The Pre To 3 program will serve as an integral part of a system of early intervention and prevention services and supports for vulnerable young children and their families at risk of not successfully attaining desired child development outcomes. Coordination efforts provided by this grant to support transition from home-based services to public, high quality preschool will minimize barriers to building valuable provider relationships and individualized supports. The Pre To 3 strategy will use the Growing Great Kids (GGK) curriculum in home visit settings with targeted families. GGK has been demonstrated to be an effective intervention model for families in need of additional social supports. In a study using a randomized control group, LeCroy and Davis (2017) found statistically significant effects on the outcomes of safety and resources, parenting attitudes and behaviors, health and maternal outcomes, and mental health and coping.

(f) How strategy/service will improve student academic achievement (requirement 4d):

Strong attachments of healthy infants to invested caregivers provide a solid basis for development of the cognitive, executive functioning and social emotional skills needed for success in the school and workplace. Starting before birth, Pre To 3 Community Health Workers will support the health and well-being of both children and family members. Their continued support through age 3 will lay the groundwork for quality interactions between enrolled family members and young children while also continuing to connect them to needed coordinated services. Interagency collaboration between Pre To 3, 4C of Southwestern Indiana and schools through the FSCS grant will create a support network for vulnerable families ensuring a more successful transition to a public preschool setting at Caze or Fairlawn and throughout the pipeline.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d) Early preventative and intervention services provided through family home visiting will assist caregivers in developing strong attachments and healthy practices associated with young children's school readiness. Developing a network of coordinated services through community partners and EVSC will assist in the transition to preschool and kindergarten. The specific objectives and outcomes to be addressed include Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.1, 1.1.2) and Objective 2.3 Increase student/family protective factors of school maladjustment (all outcomes).

SERVICE AREA B. High-Quality School and Out-of-School-Time

(B1) Comprehensive Afterschool and Summer Learning Programs

(a) Overview: The School-Community Council (SCC) afterschool program team (described in Section C) is a coalition of afterschool youth organizations (e.g., YMCA, Boy Scouts, 4-H, Boys and Girls Club). FSCS coordinators will work with partners to organize and implement out-of-school time programs focused on academics, enrichment, and recreation. Programs will align with school day standards and include individual and small group tutoring. Enrichment and recreational programs will involve hands-on opportunities engaging students, while fostering youth development. Each site will complete the Indiana Afterschool Network Indiana Quality Program Self-Assessment (IN-QPSA) to align with high quality standards. The IN-QPSA is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards (e.g., STEM, literacy, health/wellness). Finally, EVSC will provide summer academic programming, and the City of Evansville Parks & Recreation Department will provide a recreation and enrichment program. In addition to funding from this FSCS application, a variety of funding sources will be integrated to support the program (EVSC/Title/School Improvement/21st CCLC, FSCS).

(b) Frequency: Programs will be offered four days a week for a total of 130 days throughout the year. Program content will vary in subject and typically will be offered for two hours afterschool. Summer programs will be offered the first four weeks in the summer, Monday through Friday. The programs will run in the morning for three hours a day. Students who

attend the summer programs can also take part in afternoon recreational activities provided through a long-standing community partnership with the City of Evansville.

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary, and Harrison. *Core Partners:* School-Community Council Afterschool Program Team (Section C) and City of Evansville Parks & Recreation Department

(d) Needs Addressed: This strategy addresses the need for additional learning and enrichment opportunities for under-resourced students. *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Health and Wellness and Healthcare Access, Behavior and Social Emotional Adjustment, and Chronic Absence.

(e) Why strategy/service selected (requirement 4d): Expanded programming to be offered at Caze and McGary and new programs provided at Fairlawn and Harrison. Funding from the FSCS grant will be integrated with school and community resources to expand and improve the quality of programming provided to students at these schools with increased focus on individual and small group tutoring. The selected strategy is deemed to be a critical service for youth and families attending targeted schools. Programs have been shown to keep youth safe, help working families and inspire learning. Moderate evidence supports the following out-of-school time recommendation of closely aligning the content and pacing of instruction with student needs to better address student performance (IES WWC Practice Guide (July, 2009) Structuring Out of School Time to Improvement Academic Achievement). NWEA data and grade-level team meetings will inform program planning. A diversity of programs

will be provided and differentiated to support unique student learning needs. Local evaluation demonstrates positive impacts with youth attending at higher frequencies (60 to 90 days) showing significantly higher levels of school day attendance compared to youth attending less frequently (Diehl Consulting Group, 2018). School staff also report positive academic and behavioral outcomes (e.g., turning homework in on time). National research has shown students who participate in afterschool programming receive higher grades, have better attendance and are better behaved (Borman, 2004, Durlack & Weissberg, 2007; Leos-Urbel, 2013; Shernoff, 2010; Smith et al., 2013). Further, research has shown that participation in summer enrichment and activities can prevent a “summer slide” in knowledge and learning.

(f) How strategy/service will improve student academic achievement (requirement 4d):

As shown above, high quality afterschool and summer programs have been shown to demonstrate positive academic outcomes for youth participating at higher levels. Further, programs also have been shown to reduce summer learning loss, which is an important factor contributing to the achievement gap.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Afterschool and summer programs will be data driven and aligned with high quality practices. Harvard and other researchers (e.g., Policy Studies) have identified key quality domains deemed critical to determining quality of programming: strong school/afterschool linkages, management, climate, relationships, and engaging experiences. These practices will be embedded within a comprehensive afterschool/summer framework to address identified outcomes. Programs are intentionally focused on Objective 1.1 To increase students’ academic performance and school readiness (Outcomes 1.1.4 and 1.1.5), Objective

1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.1), Objective 1.4 To improve school environments supporting nutrition and physical health of students (Outcome 1.4.1), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student/family engagement (Outcome 2.2.3). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(B2) Bridging Literacy

(a) Overview: Bridging Literacy is a unique collaboration between three partners within the School-Community Council (YMCA of Southwestern Indiana, United Way of Southwestern Indiana, and Carver Community Organization) and Caze and Fairlawn Elementary. The initiative will integrate three early literacy programs provided by each organization with a goal to provide continuous early literacy support for youth as they transition into and through elementary school. While programs have operated separately in the past at selected EVSC schools, this will be a new initiative directly serving the two FSCS elementary schools. The YMCA Summer Learning Loss Prevention Program helps elementary students who are reading below grade level. The program focuses on phonics, writing and reading to boost literacy skills, with enrichment activities to support physical and social emotional growth. Towards the end of the school year (1st and 2nd grade), students who are at-risk academically (below passing and low growth NWEA scores) will be identified by each school and referred to the summer learning loss program. The United Way will provide K-Camp to help children who have never attended preschool or need more time in a preschool setting prepare for

kindergarten in the fall. During the four-week summer program, children will adjust to a classroom setting, practice following directions and rules, and practice skills such as recognizing shapes, letters, counting and writing their names. Carver Community Organization will provide the AARP Experience Corps, which is an intergenerational volunteer-based tutoring program that is proven to help children who are not reading at grade level become great readers by the end of third grade. Students are paired with trained (35 hours of training provided) and experienced adults (e.g., retired teachers/other professionals) and provided focused literacy instruction in a small group environment during the school day and throughout the year. To support transitions, a family coordinator provided by the YMCA will work with all student families to complete enrollment forms, track progress, and provide basic navigation. The Bridging Literacy Initiative is being funded through the Welborn Foundation and the FSCS grant will serve to ensure coordination of the program. This will include: providing access to student academic and school-related data to inform student selection into the program and ongoing evaluation; providing space in buildings in connection with other summer programming offered through FSCS; and building principals, leadership teams and Site Councils will collaborate with organizations to ensure barriers to implementation are addressed. A key goal will be to maintain students' involvement in the program from pre-kindergarten through the end of 3rd grade.

(b) Frequency: K-Camp will be provided during 4 weeks for 5 days in the summer, Experience Corp is provided for up to 35 sessions (approximately 2-3 days a week for 30 minutes during the school year), and YMCA Summer Learning Loss is provided (2.5 hours of literacy; 4.5 hours of enrichment) for 6 weeks in the summer.

(c) Schools/Partners: *Schools:* Caze and Fairlawn; *Core Partners:* United Way of Southwestern Indiana, YMCA of SW Indiana, and Carver Community Organization

(d) Needs Addressed: *Specific need areas from Section A2:* Access to early learning can be difficult for families. This strategy eliminates barriers to early learning for children from under resourced families and neighborhoods by providing access to services directly in neighborhoods where families live. This strategy also addresses the need for additional learning and enrichment opportunities in response to the gap in achievement between high poverty and minority students, as well as summer learning loss. Specific need areas from Section A2: Academic Failure, Poverty & Home–Community Environment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Health and Wellness and Healthcare Access, Behavior and SE Adjustment, and Chronic Absence.

(e) Why strategy/service selected (requirement 4d): Program will be provided at Caze and Fairlawn. While programs have been offered at selected EVSC sites in the past, they have operated in isolation. This initiative will effectively coordinate each program with the addition of the full-time FSCS coordinator and deliver services directly at focus schools. Moderate evidence supports the following out-of-school time recommendation of closely aligning the content and pacing of instruction with student needs to better address student performance (IES WWC Practice Guide (July, 2009) Structuring Out of School Time to Improvement Academic Achievement). NWEA data and grade-level team meetings will inform program planning. In addition, a study by Baker, et al (2000) found that the SMART (Start Making a Reader Today) program, which used AmeriCorps volunteers, produced statistically significant positive outcomes in reading fluency outcomes and substantially important positive effects in the areas of alphabets and comprehension (Located on WWC

Review of Individual Studies with at least significant positive finding). Additionally, a study by Zvoch & Stevens (2012) found that kindergarten and first grade students participating in a summer reading intervention program performed significantly better than the comparison control groups (kindergarten in the area of alphabets and first grade in the area of reading fluency) (WWC Single Study Review (February 20130). Research described in this report meets WWC evidence standards without reservations).

(f) How strategy/service will improve student academic achievement (requirement 4d):

Research suggests that fourth-graders who cannot read at grade-level are four times less likely to graduate from high school. Bridging Literacy will address this need through coordinated and targeted literacy interventions for high-risk students from PK through 3rd grade. Programs have demonstrated benefits on their own, and the combined benefit is expected to be greater. For example, after one year, students who work with Experience Corps volunteer tutors achieve as much as 60% improvement in critical literacy skills compared to their peers; in prior years, 100% of students who attended K-Camp displayed improvement on post-assessment reading skills; and last year, 64% students in Summer Learning Loss increased their STAR percentile rank from the beginning to end of the program. Further, as shown elsewhere, high quality summer programs have been shown to demonstrate positive academic outcomes for youth participating at higher levels. Further, programs also have been shown to reduce summer learning loss, which is an important factor impacting the achievement gap.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (req. 4d): Bridging Literacy will integrate three school readiness and intervention programs in a comprehensive delivery system designed to follow high-risk children from entry into kindergarten through the end of third grade. This strategy will prepare students for

school and support early school success. The strategy is intentionally focused on Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.4 and 1.1.5), Objective 1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.1), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student and family engagement (Outcomes 2.2.1, 2.2.2). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

SERVICE AREA (C) Support for Transition

C1. Evidence-based Core Counseling Curriculum, Career Planning, & Professional Learning Communities (Social Emotional, Academic & College/Career Readiness)

(a) Overview: Evidence-based core counseling curriculum focusing on social emotional, academic and college/career readiness will be fully developed/identified and implemented by counseling staff (counselors, social workers, and psychologists) across all grade levels. All curriculum lesson plans/units will be aligned with the American School Counseling Association (ASCA) Behavior Mindsets and the Indiana Department of Education's (IDOE) counseling core competencies. To support this, EVSC is receiving technical support from Hatching Results (HR), which is a technical assistance (TA) provider founded by Dr. Trish Hatch (co-developer of the ASCA model and national expert in school counseling). As part of a larger counseling initiative, Hatching Results is providing professional development to counselors, social workers and psychologists throughout the district in the coordination of a multi-tiered system of supports, including development of a common counseling curriculum (focused on social emotional, academics, and college/career readiness) to be implemented

across all grade levels. In 2019-20, curriculum will be focused on college and career with curriculum for social emotional and academic domains delivered in subsequent years. All evidence-based lessons in 5th, 7th and 9th grades will initially use career interest inventories. Lessons in 7th and 9th grade will use Kuder (Indiana Career Explorer) which helps students learn about themselves with research-based assessments, building an education plan, and exploring and preparing for various options after high school. To support this work, each school will fully establish a Professional Learning Community for counseling staff. A PLC is an ongoing process in which staff work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning and collaboration among staff. While EVSC is effectively using the PLC framework with classroom teachers, counseling staff (counselors, psychologists, social workers) and other support staff are not currently engaging in this level of coordination. As part of the district-supported counseling initiative, a PLC framework will be fully implemented in each full-service school allowing counselors, social workers, psychologists, and other key staff (administrators, OptIN Assistant Manager, Ivy Tech Connection Coaches) opportunities for regular collaboration, resource sharing, and focused planning using SMART goals supporting academics, college/career, and social emotional learning.

(b) Frequency: When fully established, all grade levels will receive lessons in social emotional, college/career, and academics each academic year. PLCs will meet regularly to plan and coordinate academic, social emotional, and college/career resources and supports.

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary and Harrison

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement, Disproportionality/Equity, Chronic Absence

(e) Why strategy/service selected (requirement 4d): This strategy is part of a new initiative within the EVSC to strengthen implementation of a comprehensive counseling program and will be coordinated as part of the FSCS grant. The strategy specifically addresses significant gaps within targeted schools’ counseling programs including lack of standardized curriculum, staff competencies, and a need for better coordination of all counseling staff. The strategy is directly aligned with national school counseling, social work and school psychologist practice models. A common evidence-based counseling curriculum consisting of structured lessons will support student academic, social emotional, and college and career readiness competency development and provide consistency across grade levels and schools. Lessons will assist with making real-world connections and support student and overall engagement in learning. PLCs will serve to strengthen resource alignment and coordination of supports provided to students, while strengthening counseling professionals’ understanding of their complementary and unique roles. Moderate evidence supports the practice of drawing on relationships with professional colleagues for continued guidance and support. Specifically, to enhance teachers’ effectiveness in addressing behavioral challenges, school administrators should provide time and structures for collaborative learning teams to meet (IES WWC Practice Guide (September, 2008)). Engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school showed strong evidence of consistently positive effects on outcomes, strong internal and external validity, and repeated direct tests of the recommended

practices (IES WWC Practice Guide (September, 2017) Preventing Dropout in Secondary Schools).

(f) How strategy/service will improve student academic achievement (requirement 4d):

All curriculum will be directly aligned with Indiana Academic Standards and designed to impact educational domains of academics, social emotional, and college/career readiness.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Strategy will provide direct instruction through research-based curriculum and strengthen coordination of key counseling staff to deliver academic, mental health and college/career readiness supports. Strategy impacts Objective 1.2 To decrease student absences and disruptive behaviors (Outcomes 1.2.2 and 1.2.3), Objective 1.3 Increase the percent of students who graduate from high school and are prepared for post-secondary pathways (Outcome 1.3.1, 1.3.2, 1.3.3, 1.3.4) and (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(C2) ACTIVATE®

(a) Overview: ACTIVATE® is a program that combines cognitive and physical exercises to improve executive functioning skills including working memory, focused attention and impulse control. Executive functioning skills are better predictors of graduation than IQ scores and are critical to the development of reading and math skills. Children growing up in high poverty environments tend to enter school with deficits in executive functioning skills resulting in lower academic performance and growth. ACTIVATE includes adaptive software

that teaches basic skills to enhance the child’s ability to easily switch tasks, memorize sequences, categorize items, and develop thinking strategies. This is combined with a structured physical activity component to maintain interest and enthusiasm. Three cognitive assessments recommended by the NIH are used to inform and measure cognitive growth.

(b) Frequency: To ensure students have the opportunity to develop and strengthen their executive functioning skills, all kindergarten and first grade students will utilize the ACTIVATE program daily, for up to 20 minutes. ACTIVATE will be utilized in the classroom and supported by the classroom teacher and or assistant.

(c) Schools/Partners: *Schools:* Caze and Fairlawn. *Core Partners:* C8Sciences is the parent company of ACTIVATE and will provide technical support throughout implementation. Bruce Wexler, MD at Yale University, the developer of ACTIVATE , will also collaborate with the EVSC throughout the duration of this grant to review student performance data and provide programmatic feedback to ensure maximum outcomes are achieved.

(d) Needs Addressed: Both Caze and Fairlawn are low performing schools as evidenced by ISTEP scores, NWEA pass rates and growth, and IREAD. This strategy addresses the need for additional learning and enrichment opportunities for under-resourced students. By utilizing ACTIVATE during students’ kindergarten and first grade years of schools, academic gains in both math and reading should increase, closing gaps for students passing both I-READ and the new IN state accountability test, ILEARN. *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Disproportionality/Equity, Trauma/Chronic Stress, Coordinated

Delivery of Social Emotional, Academic, Mental Health Supports, Behavior and Social Emotional Adjustment, Chronic Absence

(e) Why strategy/service selected (requirement 4d): Caze and Fairlawn currently do not screen students for executive functioning skills, nor do they provide a universal curriculum or targeted intervention strategy for students who have deficits in executive functioning skills. This is a critical gap given the impact poverty has on executive functioning skills and subsequently academic achievement as a result of those deficits. Because both Caze and Fairlawn are characterized as high poverty schools (defined by a free and reduced lunch rate greater than 70%) it is proposed that many of the students attending each will have unidentified deficits in executive functioning that are contributing to their academic underachievement. The selected strategy, ACTIVATE, has been shown to develop executive functioning skills and academic achievement, beyond even one-on-one tutoring. In a sample of 583 2nd graders, those utilizing ACTIVATE showed greater gains in math achievement than controls, with the effect size (.49) compared to what was reported for one-on-one tutoring (Wexler, BE et al., 2016). Another study assessing training with ACTIVATE for 400 and 800 minutes in 500 K-8 students produced statistically significant and dose-related improvements in executive functioning skills needed to learn math and reading (Kavanaugh, B., 2018).

(f) How strategy/service will improve student academic achievement (requirement 4d): Research has demonstrated that ACTIVATE develops students' executive functioning skills and results in significant academic gains in reading and math. Historically, education has not attended to the underlying neurological deficits for student underachievement. This strategy

specially targets the neurological skills affected by growing up in homes affected by poverty, and strengthens those skills so students can improve their reading and math skills.

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): Utilizing ACTIVATE for students in their kindergarten and first grade year will ensure students have critical executive skills and the opportunity to maximize their learning and academic achievements. The strategy is intentionally focused on Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.4 and 1.1.5), Objective 1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.1), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Sec. E1).

(C3) Elementary-Middle-High School Transition

(a) Overview: As noted earlier, all four schools were selected because they are in the same attendance district. The development of a comprehensive transition plan for students from elementary to middle, and to high school will be a core strategy within our plan. Initial planning for this strategy occurred this past year, and staff are working to map current transition activities. Using those results, we will take the first year of the grant to work with school staff, families and community partners to design and finalize plans for transition and begin piloting the initiative in Year 2 (Core planning team will meet regularly in YR1 to address milestones. Examples include: (a) synthesize evidence-based transition strategies, (b) review school and community needs, (c) align strategies with needs, (d) create formal implementation plans, (e) provide training and support for implementation, (f) evaluate

processes and use data to information adjustments). The plan will focus on intentional relationship building with feeder schools that goes beyond one day field trips for students and will focus on providing an equitable approach. The plan will also include transition for parents and caregivers, such as explaining their role, along with communicating post-secondary options and child development through the design of the comprehensive counseling curriculum. As noted in the Pre To 3 strategy, 4C of Southern Indiana, our local quality childcare resource center, will help to inform plans for children from birth to PK age.

(b) Frequency: To be determined

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary, and Harrison *Core Partners:* Vanderburgh County Health Department, 4C of Southern Indiana

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Behavior and Social Emotional Adjustment and Chronic Absences, Poverty and Home-Community Environment, Educational Attainment, Student Disengagement (SD), Family Engagement (FE), Disproportionality/Equity, Competency and Coordination of Social Emotional, Academic and College/Career Readiness Supports

(e) Why strategy/service selected (requirement 4d): School transitions mark the time when students move from one school climate and culture to another where there are increasing expectations, responsibilities and increasing stakes. This often coincides with periods of child and brain development. Combined, these can cause stress on students that can result in academic and behavior issues, disengagement, and even cause some students to drop out. As students transition through schools, they also experience changes in relationships with peers, teachers and their parents that can be difficult for them to navigate. For those reasons, supports and education must be put in place to help ease the anxiety and stress caused by all

these changes. In addition, efforts must be made to teach expectations, introduce climate and cultures, nurture social relationships and make sure that practices are connected to child brain development. Putting in place education to help parents understand new schools and staff, understand their roles in education through the grades, and understand the increasing stakes, and post-secondary options can further ease stress on students. Finally, support for transitions can help students and families who develop strong ties to one community school feel that same level of support as they move through the attendance district. The What Works Clearinghouse Intervention Report (October, 2011) Coping Power cites studies that demonstrates the program’s “positive effects” on external behavior and “potentially positive effects” on social outcomes. Coping Power is a program that focuses on “social and emotional skills that are needed during the transition to middle school.” The final transition plan will incorporate core practices of this program that can be replicated as part of the plan.

(f) How strategy/service will improve student academic achievement (requirement 4d):

Students who are able to transition successfully will be more confident, more connected, and more likely to experience strong relationships with staff, peers and parents. They will be more likely to attend regularly, meet behavior expectations, and reach out for support to parents and school staff if and when they need it. They will also be more likely to maintain their motivation to learn. If parents have a better understanding of how they can be a partner in their child’s education, they can provide additional support in guiding their children.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Effective transition strategies will identify student and family needs, while connecting them with supports to promote positive school adjustment. Strategy addresses the following objectives and outcomes: Objective 1.1 To increase students’

academic performance and school readiness (Outcomes 1.1.1 to 1.1.5), Objective 1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.2 to 1.2.3), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Sec. E1).

SERVICE AREA (D) Family and Community Engagement and Supports

(D1). Comprehensive Family Engagement Coordination

Overview: The EVSC Center for Family, School, and Community Partnerships (described in Section C) will support each full-service school in implementation of comprehensive family engagement plans designed around core elements of the USDOE Dual Capacity Framework for Family Engagement. Evaluation of community needs and resources (Site Councils, climate and family engagement surveys, school walkthroughs) will guide the plan; however they will all include the following key components: (a) Each school’s community school coordinator will support family engagement by fully developing and implementing site-based engagement plans; (b) Site Councils including community members, parents and school staff will be fully established at each school. Councils will work to inform parents of issues related to their child’s education, survey families to understand needs/interests, and provide support in understanding policies; (c) Family engagement practices will also be guided by the Equity Framework and an annual “family friendly data walk” environment review. This assessment examines key family engagement domains: *Physical Environment* (e.g., extent to which signage is visible and understandable and school is welcoming), *Home-Program Communication* (e.g., information being sent home to parents is understandable and relevant),

and *Policies/Practices* (e.g., event attendance/offerings); and (d) Alignment of programming with EVSC Family Engagement Policy/Guidelines. EVSC partnered with PTA, the Teachers Association, school staff, parents, and partners to develop a family engagement policy/guidelines. The Executive Director of Community Schools and Family Engagement will train FSCS coordinators and staff on this policy and key family engagement practices, and provide on-going coaching to coordinators and building leadership. The FSCS coordinators will provide family engagement support to staff in their buildings. As part of this work, and as part of the Equity Strategy, coordinators and staff will receive significant support in order to better understand the families in the school and neighborhoods where they teach. Central to this family engagement framework is the alignment of family programming with the unique needs of the school and community. A variety of programs and services will be provided across sites to promote parental involvement and family literacy. Grade-specific family programs will be intentionally designed around grade-level needs (e.g., standards) and offered monthly. A major focus will be to provide families with literacy and educational development with ongoing family and community outreach programming being provided (e.g., book clubs, open library, coffee chats, parent education, college/career planning).

(b) Frequency: Programs and services will be provided weekly to monthly based on the respective school-based family engagement plans. Family friendly walkthroughs will be conducted annually.

(c) Schools/Partners: Schools: Caze, Fairlawn, McGary and Harrison. **Core Partners:** School-specific partnerships through Site Councils.

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Strengthen Family Engagement (FE), and Disproportionality/Equity.

(e) Why strategy/service selected (requirement 4d): Full-time FSCS Coordinators will be jointly funded through EVSC and the FSCS grant to increase site-level capacity to support intentional family and community engagement. School personnel might incorrectly assume that all parents and families are familiar with school grading practices, curriculum standards, the value placed on parent-teacher conferences, the methods schools used to communicate with parents (for example, newsletters, websites, and daily folders), or attendance policies. If parents and family members are not aware of these practices, they may need help navigating the system, view their involvement as unimportant (Gordon, 2005), or choose not to participate in family engagement activities. It is critical that schools acknowledge and view families' cultural values as strengths (Arias & Morillo-Campbell, 2008). This includes translating important communications into the languages used in the school community, making families feel welcome in the school with signs in their language, and inviting role models from various cultures into the classroom (Halgunseth, 2009). Schools that focus on educating students without considering the impact of family and community members on student learning are missing an opportunity to create powerful learning environments. Educators are largely responsible for establishing the nature of the relationships and the roles that families play within the school community. Moderate evidence supports the recommendation of drawing on relationships with professional colleagues and students' families for continued guidance and support (IES WWC Practice Guide (September, 2008) Reducing Behavior Problems in the Elementary School Classroom). Through comprehensive

family engagement coordination, a variety of programs and services will be provided across sites to promote parental involvement and family literacy.

(f) How strategy/service will improve student academic achievement (requirement 4d):

To determine the roles that would most benefit student learning, educators need in-depth knowledge of the community they serve, including the community's needs. To ensure that family and community engagement promotes student growth and school success at every grade level, schools can help families understand the critical role they play in supporting student learning and achievement of school improvement goals. For example, family members can serve as volunteers, participate in school decisions, set learning goals with their children, and participate in other curriculum-related activities (Van Roekel, 2008). Experts almost universally consider a welcoming school climate requisite for family and community engagement (Henderson and Mapp, 2002).

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Strategy will strengthen family engagement supports designed to creating family friendly environments, involvement in decision-making, and alignment with family needs. Specific objectives to be addressed include (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student and family engagement (2.2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(D2). Case Manager for Special Populations

(a) Overview: A case manager will work with families primarily in pre-school and kindergarten to overcome barriers impacting student success. The manager will help link families to resources, such as transportation, housing, employment, and healthcare. The case manager will also provide support for Spanish speaking students and their families, and work with students and families in transition to permanent housing. Key responsibilities include: (a) use data-driven decisions for planning, delivering, and evaluating programs and services; (b) demonstrate cultural competence in, understanding of, and responsiveness to diverse cultures and backgrounds; (c) advocate for students and families to maximize student success; (C) collaborate with other members of the Core Counseling Team to provide referrals to school and community resources; (d) provide case management services to at-risk or high-risk students and families; (e) provide crisis prevention and intervention services; and (f) serve as a liaison between the school, family, and community partners.

(b) Frequency: Case management services are provided to students on an as needed basis. While services will primarily be focused on pre-school and kindergarten, the case manager will work with social workers and other counseling staff in all buildings to ensure continuity.

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary, and Harrison *Core Partners:* Mental Health Support Team

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Health and Wellness and Healthcare Access, Trauma/Chronic Stress, Coordinated Delivery of SEL, Academic, Mental Health Supports, Behavior and Social Emotional Adjustment, Chronic Absence

(e) Why strategy/service selected (requirement 4d): While various resources exist within our community, parents who are experiencing chronic stress lack the knowledge and understanding of how to access these resources. In addition, families also experience barriers to accessing these resources (e.g., transportation, language, finances). The case manager will work with these families to address these barriers. Specifically, the case manager will work with parents of children who are transitioning into PK through kindergarten, as well as supporting other children within these families to support the child's success within the classroom. As such, services will address behavioral issues among students while drawing on relationships with professional colleagues and students' families for continued guidance and support (WWC Practice, September 2008). Strategy is also directly aligned with the FSCS Strategy *A1. Comprehensive Early Childhood Education*. The EVSC early childhood education program follows the Head Start performance standards, which includes a focus on home visiting and case management to promote attendance and family engagement. As noted above, Head Start has shown "potentially positive effects" on general reading achievement (Intervention Report: Head Start, July 2015).

(f) How strategy/service will improve student academic achievement (requirement 4d):

This strategy will allow schools to identify and address barriers to family engagement/participation early on in a student's educational career and aid in preventing disengagement of families as their students move through the education pipeline. It will allow the district to build strong relationships with families that will help them see schools as resources for support and services. This strategy serves to eliminate the language barrier to engaging Spanish speaking families and allows for their students and families to access community school supports. It also allows for EVSC to identify and aid families who may be

in housing crisis. This provides stability for students. Stable families equal stable neighborhoods and a stable community.

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): Case management services will address barriers experienced by families accessing services. Specific objectives and outcomes include (GPR) Objective 2.3 Increase student/family protective factors and reduce risk factors of school maladjustment (Outcome 2.3.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

SERVICE AREA (E). Postsecondary and Workforce Readiness

(E1). OptIN (Opportunities through Partnerships that Transform and Inspire)

(a) Overview: The OptIN program is a collaboration with area employers and businesses designed to introduce, explore, and prepare EVSC students for all pathways leading to high-wage, high-demand career opportunities that are paired with student interest, ability, skills, and knowledge. An OptIN assistant program manager will work with students in focus schools. OptIN staff anchor their work in evidence-based practices, including career exploration, Naviance College and Career Readiness Curriculum and other processes aligned with college and career readiness and social emotional learning research as well as American School Counselor Association (ASCA) Standards. OptIN takes a four-strand approach:

- *Community Collaboration:* Systems of community collaboration are rooted in the OptIN Advisory Council, which is comprised of EVSC staff, regional business leaders, higher education, city leadership, community organizations, and parents of EVSC students. The Advisory Council is instrumental in the development of key

strategies and initiatives, such as the development of a Work Ethic Certificate program for students, work on the expansion of career pathways and certification aligned to regional needs, and other college and career readiness initiatives.

- *Career Introduction and Exploration:* The OptIN assistant program manager will work within the EVSC's comprehensive counseling model to map the strengths and interests of the students in the focus schools. Also, the assistant program manager will work with counselors to lay out all post-secondary options for students.
- *Embedded Mentoring and Support:* The OptIN assistant program manager will work more closely with students interested in employment with area businesses to help remove barriers to post-secondary success and to serve as a bridge for families.
- *Parent and Student Education:* The OptIN assistant program manager will work with the OptIN advisory council to develop communications for students and their families such as development of career exploration videos for the region's largest employers, and development of parent engagement tools.

In addition, OptIN just launched (April 2019) a new initiative that will serve as another resource for students at Harrison High School called RAMP (Real-World Application; Maximizing Potential). This is a partnership between Evansville Vanderburgh School Corporation and AmeriQual, LLC. RAMP is a first-of-its-kind comprehensive work-based learning program that completely embeds high school students within an Evansville-based industry, AmeriQual. RAMP is designed for students who need additional support to complete diploma requirements and develop skills that will set them up for success throughout every stage of life. Students accepted into RAMP will spend half of their day as employees of AmeriQual, doing hands-on learning of future readiness and technical skills. The other half of

the day, students will spend in a classroom at AmeriQual, mastering skills required to receive their high school diploma. Connections between the classroom content and hands-on work will be intentional and focused on developing a strong transferable skill set and technical skills. This blended learning will allow students to not only master core subject matter, but also develop future skills such as the ability to collaborate, think critically, problem solve, communicate effectively and demonstrate ethical practices. Upon high school graduation, students can use these skills to acquire a position in a high-wage, high-demand career field or even to continue pursuing post-secondary training. Transportation will be provided to and from the program each day based on need.

(b) Frequency: Tier 2 coaching for underrepresented students will occur in biweekly cycles (at minimum); students with more intensive needs will receive more frequent and individualized support. Coaching includes connecting with and supporting families.

(c) Schools/Partners: Schools: McGary and Harrison. **Core Partners:** Partners through the OptIN Advisory Council (AmeriQual Group LLC, Ascension/St.Vincent Evansville, Berry Global, Capital Electric Inc., Deaconess, Flanders, IBEW, Koch Enterprises Inc., Old National Bancorp, Regional Council of Carpenters and Millwrights, Toyota Manufacturing of Evansville, Vectren, City of Evansville, Growth Alliance for Greater Evansville (GAGE), Ivy Tech, Work One)

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Coordinated Delivery of Social Emotional, Academic, Mental Health Supports, Behavior and Social Emotional Adjustment, Chronic Absence

(e) Why strategy/service selected (requirement 4d): OptIN is a new strategy within the EVSC over the last two years. As part of this strategy, OptIN will include a focus on McGary and Harrison. OptIN was purposefully selected to address the needs identified above. Further, it is important to focus on increasing student engagement and hope for their future. These are emotional underpinnings of academic success and future, sustaining success. OptIN was recently selected by the USDOE to be one of the Promise Zone Communities of Practice under both groupings of “Workforce” and “Postsecondary.” EVSC’s OptIN team is linked nationally with coaching and support through Jobs for the Future and also in a national network of other Promise Zone initiatives focused on Postsecondary Success and Workforce. Strong evidence supports the recommended practice of engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school (IES WWC Practice Guide (September, 2017) Preventing Dropout in Secondary Schools).

(f) How strategy/service will improve student academic achievement (req. 4d): Hope and engagement predict students’ achievement. EVSC utilizes the Gallup Student Hope Index. The GSP’s hope dimension addresses students’ belief that they can and will succeed at school and beyond, making them more likely to bring positive energy and creativity to the learning process (Lopez, 2009). In 2009, Gallup conducted an in-depth study of more than 78,000 students in 160 schools across eight states and found that a one percentage-point increase in a school’s average student engagement score was associated with a six-point increase in reading achievement and an eight-point increase in math achievement (Lopez, 2009).

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): OptIN is designed to identify students' interests and guide them to the best post-secondary pathways to address their interest. Individual mentoring and support is provided to assist with alleviating barriers. Specific objectives and outcomes include Objective 1.3 Increase the percent of students who graduate from high school and are prepared for post-secondary pathways (Outcome 1.3.1, 1.3.2, 1.3.3, 1.3.4), and (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(E2). Junior Achievement

(a) Overview: Junior Achievement's (JA) vision is to equip the next generation of leaders with the knowledge, skills, and capacity to be successful, reach higher standards of living in their communities and ultimately drive the economic development. Volunteer-led, K-12 programs foster work-readiness, entrepreneurship, and financial literacy skills, and use experiential learning to inspire kids to dream big and reach their potential. Courses seek to better engage students in school before they are at greater risk of falling behind and opting out. JA's K-5 elementary curriculum provides a foundation for their future success. Each one of these standards-based programs is designed to open the window on the world of economic and financial concepts a little wider each year. The proposed programs combine in-school curriculum and out-of-school experiences that allow students to build their knowledge of personal finance, explore the world of work and gain valuable, hands-on experience. JA Job Shadow is both classroom and site-based and prepares students to be entrepreneurial thinkers

and encourages them to develop personal strategies to pursue lifelong learning and career opportunities. JA JobSpark, also classroom-and site-based, is an interactive career exploration event for students 8-12 grades that “SPARKS” an interest in students and starts them thinking about and preparing for future career pathways. Students learn about skills needed for jobs that are in demand, while utilizing equipment and performing activities used in those jobs.

(b) Frequency: Elementary in-school programs are delivered in five weekly thirty to forty-five-minute sessions. Middle grade in-school programs are delivered in six weekly forty-five-minute sessions. JA Job Shadow and JA JobSpark have in-school curriculum prior to and after the off-site visit to businesses for JA Job Shadow or the JA JobSpark event center. In addition, JA will deliver curriculum to students at Harrison High School. High school classes are eight weekly forty-five minute sessions. In total over the five year grant period, each student should experience a continuum of services that build on each other throughout the grant period.

(c) Schools/Partners: Schools: Caze and Fairlawn Elementary Schools, McGary Middle School and Harrison High School.

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement, Disproportionality/Equity, Chronic Absence

(e) Why strategy/service selected (requirement 4d): This is an existing strategy at Caze, McGary, and Harrison that will be coordinated through the FSCS Initiative to address the needs identified above. In addition, the strategy will be expanded to Fairlawn to increase the consistency of programming provided across schools. Junior Achievement (JA) empowers students to have a belief in themselves supported by a foundation in real-world life skills and a better understanding of their purpose. JA supplements learning experiences that help young

people develop the self-confidence and competence necessary to make smart academic and economic decisions. Research shows that young people with a higher generalized sense of self-esteem set more challenging goals for themselves, try harder, persevere in difficult times, bounce back more quickly after failures, and ultimately, are more successful. JA's unique delivery system provides the training, materials, and support necessary to bolster the chances for student success. Strong evidence supports the recommended practice of engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school (IES WWC Practice Guide (September, 2017) Preventing Dropout in Secondary Schools).

(f) How strategy/service will improve student academic achievement (requirement 4d):

Children from these low-income environments are oftentimes exposed to poor money management practice, and a lack of career and educational attainment. These factors not only can cause a continuum of individual low-income circumstances, but can contribute to larger scale economic decline, which can negatively impact communities as a whole. Through exposure to Junior Achievement programs, these statistics can begin to change. Junior Achievement does not simply impact or alleviate the symptoms of poverty; they can reverse the cycle of poverty by addressing the root cause: a lack of financial literacy, and workforce and career based knowledge and opportunities. Junior Achievement's unique, volunteer delivered programs show students all the possibilities that lay before them. They realize they can choose different paths to success. By showing students how money, careers and business ownership work through proven programs, JA is empowering these students to have a belief in themselves supported by a foundation of real-world life skills that will set them on the path to financial independence and future career success. JA directly addresses academic

achievement by utilizing a curriculum that correlates to state English, Mathematics, Social Studies, Economics, College and Careers, Business and IT, History, Financial Literacy, Civics, Discussion and Collaboration, Media Literacy, Key Ideas, and Vocabulary Building standards. Each program session introduces concepts and skills that support reading and math development. Concepts introduced in the K-8 curriculum include everything from choices, earning, giving, saving, goals, goods and services, money, needs and wants to banking, economic development, entrepreneurship, jobs and taxes. Through fun and engaging hands-on activities and games that promote reading and writing skills, JA K-8 programs also utilize a host of math skills that range from counting, matching and classifying, addition and subtraction to predicting, sequencing, graphing, and graph interpretation. Additionally, all Junior Achievement programs are designed to support the skills and competencies identified by the Partnership for 21st Century Skills as necessary to succeed both academically and professionally. Known as the four C's of 21st Century learning, JA K-12 curriculum also incorporates collaboration, communication, critical thinking and creativity into each session.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Junior Achievement evaluations provide clear evidence that JA programs equip the youth with the financial and career knowledge necessary to make informed business and life choices. Students who participate in JA programs are better prepared for the future than their peers who did not have JA classes. Junior Achievement of Southwestern Indiana evaluates their programs through the use of teacher and volunteer surveys, as well as students' pre and post tests for class curriculum. After completion, the evaluations are scored against a control group (students who did not receive the program) and are given a gain score which provides a measurable verification of program impact. Other

specific objectives and outcomes measured include Objective 1.3 Increase the percent of students who graduate from high school and are prepared for post-secondary pathways (Outcome 1.3.1, 1.3.2, 1.3.3. 1.3.4), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student and family engagement (2.2.2). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

SERVICE AREA (F) Community-based Supports...

(F1). School-based Site Councils

(a) Overview: Each full-service school will fully establish a school-based site council in response to the unique needs of their school community. Councils will include school staff, families, students, community members and partners. Councils help facilitate partner collaborations at the school level ensuring programs and services being provided to students, families and community members are responsive to the needs of the school and community. FSCS coordinators in partnership with building leadership (principal/assistant principal) each school will manage the Site Councils. In addition, each site council will complete an annual community school rubric (based on the Coalition for Community Schools Community School Standards) and action plan (described in Section E). School-Based Site Council members will receive support and training on collaborative functioning, communication and nurturing sustainability from the Executive Director of Community Schools and Family Engagement. School-based site councils will have discretion to utilize grant dollars to fill gaps in funding

identified during the creation of collaborations based on specific school needs aligned to grant strategies. This will be done only after all other funding has been pooled and leveraged.

(b) Frequency: Site Councils will meet each month. In addition, members will meet often one-on-one with FSCS coordinators to help coordinate programs, services and supports.

(c) Schools/Partners: Schools: Caze, Fairlawn, McGary and Harrison. **Core Partners:** Specific to each school (See Section C).

(d) Needs Addressed: This strategy addresses the need for better coordination and delivery of services. In addition, community members often serve as supports to students to help them be successful. **Specific need areas from Section A2:** Academic Failure, Poverty & Home-Community Environment, Educational Attainment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Health and Wellness and Healthcare Access, Trauma/Chronic Stress, Coordinated Delivery of Social Emotional, Academic, Mental Health Supports, Behavior and Social Emotional Adjustment, Chronic Absence

(e) Why strategy/service selected (req. 4d): The Coalition for Community Schools supports a national model for full-service community schools that includes a mechanism designed to foster collaboration at the building level such as a Site Council. While Caze and McGary are currently implementing versions of Site Councils, the addition of FSCS coordinators working 52 weeks will strengthen the coordination of this strategy. Site Councils will be fully developed as a new strategy for Fairlawn and Harrison. Site Councils were intentionally selected to ensure a diversity of perspectives inform service delivery. Moderate evidence supports the recommendation of drawing on relationships with professional colleagues and students' families for continued guidance and support (IES WWC Guide (Sept., 2008)). Councils include school staff, families, community members, & partners.

(f) How strategy/service will improve student academic achievement (requirement 4d):

The strategy will allow for the community to collaborate to meet the needs that provide barriers to student academic achievement. They will also give community members the opportunity to inform data, help the school set goals, and design and customize programs around specific school goals and student support.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): School Site Councils will allow the community and neighborhood to have a stake in the neighborhood school. That, in turn, will strengthen the community. Site Councils will identify specific programs and services targeting student and family needs. Programs are intentionally focused on Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.4 and 1.1.5), Objective 1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.1), Objective 1.4 To improve school environments supporting nutrition and physical health of students (Outcome 1.4.1), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student and family engagement (Outcome 2.2.1, 2.2.2). Objective and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

SERVICE AREA (G) Social, Health, Nutrition, and Mental Health

(G1). St. Vincent Mobile Dental Clinic and Community Outreach

(a) Overview: The EVSC and St. Vincent Evansville have worked together since 2000 to provide dental care for students in the school setting. St. Vincent operates a mobile Dental Clinic that travels to all the schools in the EVSC district to provide dental diagnosis, cleaning

and fluoride treatments, provide minor restoration treatments, and educate children of the importance of good oral health and nutrition. By offering the mobile clinic at the school sites, children miss less classroom time, and are able to get both the preventative and restorative dental care they need. Two years ago, the St. Vincent Evansville Foundation raised \$850,000 to fund a brand new mobile dental clinic. The new bus has allowed St. Vincent to serve twice as many students. In addition to dental services, St. Vincent Community Outreach provides (a) the Health Access Advocates (HAAs). They assist underinsured or uninsured families in applying for Healthy Indiana Plan (HIP), Hoosier Healthwise, and the Marketplace. HAAs assist families through the entire enrollment process at absolutely no cost; and (b) St. Vincent also has 2 community registered nurses who support students and families through a variety of educational opportunities. Examples: asthma home visit program, health fairs, assist with vision/hearing screenings, etc.

(b) Frequency: Based on the needs of the patient; however, in many cases, patients have chronic conditions and are seen on a regular basis. Outreach services are based on referrals.

(c) Schools/Partners: Schools: Caze, Fairlawn, McGary, and Harrison. **Core Partners:** St. Vincent Evansville

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Disproportionality/Equity, Health and Wellness and Healthcare Access, and Chronic Absence.

(e) Why strategy/service selected (requirement 4d): This is an existing strategy that will be coordinated through the FSCS Initiative. Given the high concentration of poverty in focus schools, most students do not have access to affordable dental care and/or the transportation to get them to appointments. The mobile dental clinic is stationed on-site and helps prevent and

address dental issues in kids that can sometimes lead to chronic absence, low self-esteem and behavior issues, which impact learning. It also helps reduce early dismissal by eliminating travel associated with appointments and overall is more convenient for families (e.g., Families do not have to take off work or travel to get dental services for the children). Research supports the presence of mobile dental clinics in reducing barriers to dental access (Vashishtha et al., 2014). In addition, the FSCS case manager and coordinators within schools will refer families to outreach services as needs arise. The addition of FSCS staff positions will serve to better connect families to these services. Moderate evidence supports the recommendation of drawing on relationships with professional colleagues and students' families (Recommendation #4, page 37) for continued guidance and support (IES WWC Practice Guide (September, 2008) Reducing Behavior Problems in the Elementary School Classroom). Also applicable is Recommendation #4, Step 3. Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior (page 40).

(f) How strategy/service will improve student academic achievement (requirement 4d):

As demonstrated above, the mobile clinic promotes school attendance and addresses health issues that may lead to chronic absenteeism. Poor oral health can lead to chronic pain, impaired nutrition, difficulty speaking, and an inability to concentrate on learning (US Department of Health and Human Services, 2017). According to the Oral Health Workforce Research Center (2017), it is also a leading cause of absenteeism, resulting in approximately 51 million school hours lost each year. Therefore, it is a critical strategy to address avoidable health and dental conditions resulting in missed days of school (Oral Health Workforce Research Center, 2017).

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Dental and outreach services will reduce the need for students to miss school and connect students and families to healthcare resources. Specific objectives and outcomes include Objective 1.2 To decrease student absences and disruptive behaviors (Outcomes 1.2.2 and 1.2.3), and (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(G2). Social Work Services (EVSC and Youth First)

(a) Overview: School social work services will be coordinated at all full-service community schools through partnership with Youth First, Inc. Social workers provide supportive counseling and group-based interventions, and function as a member of the counseling support team. All social workers are master level. Specifically, EVSC funds and employs a social worker for Caze, and Youth First, Inc. employs and co-funds positions to support social work positions at Fairlawn, McGary, and Harrison. Typically, social workers assess individual, family and school needs, provide prevention and early intervention programs and make referrals to community partners for additional services. Social workers take part in all team meetings, including social and emotional meetings, develop individualized student plans to help with student behavior, make community referrals, and help link students and families to needed resources. In addition to social workers at schools, an additional master level outreach social worker will be available to all schools to support specialized populations. The social

worker provides support for Spanish speaking students and their families, and works with students and families in transition to permanent housing.

(b) Frequency: Crisis intervention services are provided to students on an as needed basis.

Social workers also open cases for students in need of support. One-on-one sessions are generally held for 30 minutes once a week for 12 weeks. Students and families enrolled in small group sessions generally meet once a week for a prescribed amount of time. Group or classroom lessons are delivered each semester. The Social Worker of Special Populations will work on a daily basis with students and families across all four schools, connecting them with community services and supports, and if needed, language services.

(c) Schools/Partners: Schools: Caze (EVSC), Fairlawn, McGary, and Harrison (Youth First, Inc.). Social Worker for Special Populations will be available for all schools (funded partially through FSCS and EVSC McKinney-Vento). **Core Partners:** Youth First, Inc. and Mental Health Support Team

(d) Needs Addressed: Specific need areas from Section A2: Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Strengthen Family Engagement (FE), Disproportionality/Equity, Health and Wellness and Healthcare Access, Trauma/Chronic Stress, Coordinated Delivery of Social Emotional, Academic, Mental Health Supports, Behavior and SE Adjustment, Chronic Absence

(e) Why strategy/service selected (requirement 4d): School-based social work services are part of an existing strategy within identified schools. They are deemed critical to addressing mental health and case management needs of identified youth and families, while addressing specific needs identified above. Research has found that students who receive social work services demonstrate a significant reduction in behavioral concerns from baseline to 1 and 6

months of service (Diehl & Frey, 2008). School social work is part of a prevention/early intervention national health model that follows a three-tiered approach for delivering support to students and families. School social work services are supported by evidence in two separate Practice Guides: Reducing Behavior Problems in the Elementary School Classroom (September 2008) and Preventing Dropout in Secondary Schools (September 2017). Recommendations include teaching and reinforcing new skills, working with families, providing intensive individualized support, and creating small, personalized communities.

(f) How strategy/service will improve student academic achievement (requirement 4d):

Social work services focus on linking students and families with community resources and providing support to assist with following through with recommendations. Social workers serve on the interface of the community and school environment and are a critical resource in eliminating barriers experienced by students and families. Social workers provide ongoing skill development and often serve as a liaison between the school, family, and community.

(g) How strategy/service addresses annual measurable performance objectives and

outcomes (requirement 4d): Social work services will address specific behavioral concerns identified by students and teachers promoting positive school adjustment. Specific objectives and outcomes include Objective 2.3 To increase student/family protective factors and reduce risk factors of school maladjustment (Outcome 2.31), and (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(G3) SEL Interventionist

(a) Overview: An SEL interventionist will share time between Caze and Fairlawn elementary schools. The SEL interventionist will begin later in the morning and extend work time through afterschool programming. This adjusted work day will provide the SEL interventionist the opportunity to make connections and establish relationships with students and staff across academic and afterschool programs. This support and the opportunity to form relationships across programs will ensure students with social, emotional, and/or behavioral challenges have access and can successfully participate in afterschool programming. The SEL interventionist will also be able to provide additional support to afterschool staff to improve their SEL and behavior proficiencies and can support students' social emotional development. By increasing SEL supports for students across settings (afterschool and school day), not only does participation success improve but so will engagement, self-efficacy and resilience.

(b) Frequency: The SEL interventionist will be placed at Fairlawn 3 days per week and Caze 2 days per week. The SEL interventionist will work from 10am through the completion of the afterschool program five days per week.

(c) Schools/Partners: *Schools:* Caze and Fairlawn *Core Partners:* EVSC Office of Neuroeducation

(d) Needs Addressed: *Specific need areas from Section A2:* Academic Failure, Poverty & Home–Community Environment, Educational Attainment, Student Disengagement (SD), Disproportionality/Equity, Trauma/Chronic Stress, Coordinated Delivery of Social Emotional, Academic, Mental Health Supports, Behavior and Social Emotional Adjustment, Chronic Absence

(e) Why strategy/service selected (requirement 4d): The SEL interventionist will be a new position to support school and afterschool linkages. It was chosen as a strategy to provide additional direct support to students with social, emotional or behavioral challenges. Children learn to self-regulate by being co-regulated. Students with more significant challenges with self-regulation need more adult support to develop those skills. The SEL interventionist will utilize research based strategies to co-regulate students and help each one develop self-regulation skills. Secondly, the SEL interventionist will model how to co-regulate students for afterschool staff to help develop their skills in co-regulating students and supporting all student's development of self-regulation skills. The Intervention Report Self-Regulated Strategy Development (WWC, November 2017) showed potentially positive effects on students' writing skills. Additionally, the Intervention Report Early Risers (WWC, June 2012) showed potentially positive effects on academic performance and social outcomes. Further, moderate evidence supports the recommendation of drawing on relationships with professional colleagues and students' families for continued guidance and support (IES WWC Practice Guide (September, 2008) Reducing Behavior Problems in the Elementary School Classroom). As part of this strategy, professional development will be provided to afterschool staff. Moderate evidence supports the recommendation of providing professional development and ongoing instructional support to all instructors (IES WWC Practice Guide (July, 2009) Structuring Out of School Time to Improvement Academic Achievement).

(f) How strategy/service will improve student academic achievement (requirement 4d): The SEL interventionist will help students develop self-regulation skills, which improve their ability to remain in class during challenging moments, persist on cognitively complex assignments, become better problem solvers, and develop a growth mindset that is linked to

better outcomes in math. Because self-regulation is a skill that develops through practice not just direct instruction, the use of the SEL interventionist as another adult that can co-regulate students with social, emotional and/or behavioral challenges also ensures instruction is not interrupted and other students in the class have a calm, safe learning environment.

(g) How strategy/service addresses performance objectives and outcomes (req. 4d): By building self-regulation skills, the strategy is intentionally linked to Objective 1.1 To increase students' academic performance and school readiness (Outcomes 1.1.4 and 1.1.5), Objective 1.2 To decrease student absences and disruptive behaviors (Outcome 1.2.1), Objective 1.4 To improve school environments supporting nutrition and physical health of students (Outcome 1.4.1), (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1), and Objective 2.2 To increase student and family engagement (Outcome 2.2.3). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

SERVICE AREA (H). Juvenile Crime Prevention and Rehabilitation Programs

(H1). CARES Program (Juvenile Court)

(a) Overview: Court Assisted Resolution to Expulsion and Suspension (CARES) is an alternative to suspension and expulsion program for students in grades 4 through 8. In coordination with the Vanderburgh County Juvenile Court, students are placed in the CARES program for one or two days. A licensed special education teacher provides students their math instruction for the day so lessons are not missed, provides any IEP accommodations and helps students complete work in other subject areas, including missed assignments if time permits. Each time a student is placed at CARES in lieu of an out-of-school suspension or

expulsion, social emotional interventions are utilized including restorative questions, MindUP, and Zones of Regulation for development of emotional self-regulation. Wrap around services for the student and, if necessary, the student's family are also coordinated with schools. Social Emotional Learning Specialists continue to assist and work with the student once they return to their home schools following the one or two day placement.

(b) Frequency: The social emotional interventions of MindUP, Restorative Practices, and Zones of Regulation are provided to each student for each placement at CARES.

(c) Schools/Partners: Schools: Caze, Fairlawn, and McGary. **Core Partners:** Vanderburgh County Juvenile Court

(d) Needs Addressed: *Specific need areas Section A2:* Academic Failure, Poverty & Home-Community Environment, Student Disengagement (SD), Disproportionality/Equity, Health and Wellness and Healthcare Access, Behavior and SE Adjustment, and Chronic Absence

(e) Why strategy/service selected (requirement 4d): Existing strategy to be coordinated through FSCS. Chronic truancy and absence often start early, and this early pattern lays the groundwork for the poor graduation rates from high school (Development Services Group, 2010). This strategy will seek to wrap services around students at an earlier age. The EVSC has a strong partnership with Vanderburgh County Juvenile Court. To address identified needs and build on this partnership, this strategy was selected as an intensive intervention for students to prevent the behaviors from occurring again by not only keeping them on track academically, but also teaching additional social emotional and coping strategies. Moderate evidence supports recommendations to provide intensive, individualized support to students who have fallen off track and face significant challenges to success (IES WWC Practice Guide (September, 2017) Preventing Dropout in Secondary Schools). Each time a student is

placed at CARES in lieu of an out-of-school suspension or expulsion, social emotional interventions are utilized including restorative questions, MindUP, and Zones of Regulation for development of emotional self-regulation.

(f) How strategy/service will improve student achievement (req. 4d): CARES provides a licensed special education teacher to assist each student their daily math instruction to ensure they do not fall behind while out of the classroom. Additionally, instruction and assignments from other subjects are completed and there is opportunity to make up missed assignments if needed. This maintains a high level of expectation for students' academic performance and provides the support needed to engage in and complete the work.

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): As an alternate to suspensions and expulsion, the strategy specifically addresses the following objectives and outcomes: Objective 1.2 To decrease student absences and disruptive behaviors (Outcomes 1.2.2 and 1.2.3), and (GPRA) Objective 2.1 Increase the number and percentage of students, families and community members targeted and receiving services (Outcome 2.1). Objectives and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(H2). Truancy Roundtable/Pre-Court with the Judge

(a) Overview: The Truancy Roundtable and Pre-Court with the Judge is a unique collaboration between the Vanderburgh Juvenile Court and the EVSC. The Truancy Roundtable targets a cohort of students who have been identified through data to be at risk of dropping out of school. Each month, a team from the Judge's office meets with district student support staff to discuss wrap around supports for students who have truancy issues. Probation

officers are assigned to students. Those officers engage other community partners to work with those students and their families to remove barriers to attendance and student success. Partners provide ongoing support for as long as needed, on average 4-6 months. District support staff and probation officers meet twice each month to track the progress of students and determine next steps to ensure they are successful. Some students are successful with the supports, while other students are provided alternatives to traditional school. In addition to the roundtable, Pre-Court with the Judge involves one-on-one conversations between the Judge, students, and parents. Specifically, when a student in grades 1st through 8th has been pre-courted and continues to miss four days in a thirty-day period, the parents (grades 1-5) and parents and students (grades 6-8) are required to attend. The Judge holds a meeting in his courtroom where he addresses the attendance policy of the EVSC and the legal ramifications if the students continue to miss school. Once they have attended the meeting, the courts continue to watch the attendance, and if the student continues to miss, the Prosecutor can get involved. Parents and students can be put on probation for 3 to 6 months. Parents and students are invited to stay and discuss the barriers the families are facing with the Director of Attendance and the Truancy Supervisor of the Courts. Different community and school supports are discussed.

(b) Frequency: Truancy Roundtable meets twice a month and consists of Vanderburgh Superior Court Judge Juvenile Division, EVSC Director of Attendance, EVSC Truancy Office, Juvenile Probation Officers, and United Methodist Youth Home. Pre-Court with the Judge happens twice a month depending on the needs.

(c) Schools/Partners: *Schools:* Caze, Fairlawn, McGary, and Harrison. *Core Partners:* Vanderburgh County Juvenile Court

(d) Needs Addressed: *Specific need areas Section A2:* Academic Failure, Poverty & Home–Community Environment, Student Disengagement (SD), Disproportionality/Equity, Health and Wellness and Healthcare Access, Behavior and SE Adjustment, and Chronic Absence

(e) Why strategy/service selected (requirement 4d): Building on our partnership with Juvenile Court, these strategy were selected to provide support and services to students and families to address barriers to truancy. While this is an existing strategy, further efforts will be made to focus services on younger students attending FSCS sites and intentionally connecting students from these schools to the programs. Moderate evidence supports recommendations to provide intensive, individualized support to students who have fallen off track and face significant challenges to success (IES WWC Practice Guide (September, 2017) Preventing Dropout in Secondary Schools). Programs target students who have been identified through data to be at risk of dropping out of school. Probation officers and other community partners provide ongoing support for as long as needed.

(f) How strategy/service will improve student academic achievement (requirement 4d): While many factors may drive truancy, prevention and intervention programs need to integrate both school and community resources to best address these factors (Development Services Group, 2010). This strategy will wrap services around students to address identified attendance barriers, thus reducing school drop-out and increasing academic success.

(g) How strategy/service addresses annual measurable performance objectives and outcomes (requirement 4d): The Truancy Roundtable provides wrap around services to students to address student attendance issues. The strategy specifically addresses the following objectives and outcomes: Objective 1.2 To decrease student absences and disruptive behaviors (Outcomes 1.2.2 and 1.2.3), and (GPR) Objective 2.1 Increase the number and percentage of

students, families and community members targeted and receiving services (Outcome 2.1). Objective and outcomes are outlined in Table 1 (Section A1), and process measures are provided in Table 16 (Section E1).

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Core partners were noted under each strategy (under letter c for each strategy table above). Partners were selected based on demonstrated experience, expertise in implementing current or similar strategies within our community, and a history of successful collaboration with schools. As detailed within each strategy description and in Section C, all strategies involve a high level of collaboration and commitment among partners to coordinate implementation and ensure the effectiveness of services. Specific roles and responsibilities are outlined within the Memorandum of Understanding (Appendix B). Descriptions of the organizations and commitments are also outlined below in Section C (Adequacy of Resources).

Partners represent a broad consortium of support for students and families. They offer strong support that has yet to be coordinated into a pipeline of services. As noted above, each full-service school will fully establish a school-based site council in response to the unique needs of their school community. Councils will include school staff, families, community members and key partners outlined within this application. Councils help facilitate partner collaborations at the school level ensuring programs and services being provided to students, families and community members are responsive to the needs of the school and community. In addition, the EVSC has established an infrastructure to support collaboration among partners to effectively streamline resources. This work is organized under the School-Community Council (SCC; described below

in Section C). Collectively, the SCC and individual school Site Councils provide a collaborative infrastructure to effectively integrate services, share resources, and expand partnerships.

(C) ADEQUACY OF RESOURCES

(1) The relevance and demonstrated commitment of each partner...

As outlined within the Memorandum of Understanding (Appendix B; **requirement 2**) and letters of support (Appendix C), focus schools and partners are fully committed to implementing strategies as outlined within this application. Further, each partner commits to leveraging diverse resources to support implementation and sustainability. All partners agree to participate in meetings/trainings, provide staff to implement strategies, and collect and share data related to project-specific outcomes and the required GPRA indicator. Partners were selected based on a demonstrated history of collaboration with schools and the expertise in the area of focus. Evidence for the relevance and demonstrated commitment of our partnership is grounded in the history of full-service community schools and the continued development of the School-Community Council (SCC).

The full-service model was first implemented at one EVSC elementary school in the mid-1990s. In the planning phase, the United Way engaged the services of Jody Kretzman, author of “Building Communities from the Inside Out.” Using Kretzman’s asset building approach, family, student and community assets and challenges were identified. A number of community-based organizations, businesses, parents, and churches were invited to explore solutions to the identified challenges of children and families living in the neighborhood. The school principal and staff contacted Joy Dryfoos, who advised them to visit other communities across the nation that were doing “full-service” community school work. The staff, along with community agency representatives, visited communities across the country and brought many ideas back to

Evansville. With the knowledge gained from others, elements of the full-service school model began and were gradually expanded to other schools through diverse local, state and federal funds and in-kind supports (e.g., Carol M. White Physical Education Grants, Welborn Baptist Foundation funding, Safe Schools/Healthy Students, the Grants to Reduce Alcohol Abuse, Even Start, Mind in the Making, the Full-Service Community School Grant). The school district has also been able to leverage internal funds to support this work. Some of those resources include: McKinney-Vento, Title I, and the district's general fund.

To support this work and coordinate the blending of school and community services at a much larger scale, the *School-Community Council (SCC)* was created in 2000. To date, over 80 churches, businesses, and community-based, governmental, and social service agencies are working to leverage resources to meet the needs of children and families in the Evansville community. In 2001, strategic planning began and our mission was adopted. An Associate Superintendent of Family, School, and Community Partnerships was appointed to oversee this process shifting from a *coordinated effort to an authority driven initiative*. From strategic planning, various teams were established to guide the work in the district and support school implementation (described below). Data, funding, and leveraging of diverse community resources has helped to drive EVSC's community school movement, but the support from the community has been key in propelling the work forward. As an example, in 2009, the EVSC created the Center for Family, School, and Community Partnerships (Center). The Center houses all of the departments within the school district that support the community school work. Those departments include: Family Support Services, Student Support Services, Afterschool and Summer Programs, Extended Day, Health and Wellness, Homeless Services, and Psychological Services. The district also created leadership positions (e.g., Executive Director of Community

Schools and Family Engagement) to lead this work. The Center also supports schools as they work to engage their students and families in meaningful ways and coordinates and supports the work of the School-Community Council (SCC).

Collectively, the SCC has three collaborative teams: Leadership, Health and Wellness, and Communications (Figure below). These teams have decision-makers from partner organizations and assist with coordination of services at the district and agency level. Site Councils function at the school level and allow specific needs to be addressed. The Center supports the work of the School-Community Council and Site Councils. The SCC organizational structure is illustrated below followed by a description of the various roles and responsibilities.

Leadership Teams: *Big Table:* To date over 80 agencies including businesses, faith-based organizations, government agencies, and social service agencies participate. The table is a place for organizations to learn about each other and to explore ways that they can partner to more effectively and efficiently address the needs of students and families. *Leadership Advisory Council:* Includes EVSC administration and key community partners and works to guide various School-Community Council Teams. *Evaluation Team:* Team was first started 18 years ago and includes external evaluators (Diehl Consulting Group), EVSC personnel, and various community partners. The team meets monthly to review data shared by community partners and inform process and outcome evaluation activities currently being implemented. Finally, the *Equity Team:* will be a new collaborative created to support implementation of the Equity Framework. The team will inform professional development delivery as identified within the strategy description (Section B). **Health and Wellness Teams:** *Asthma and Allergy Team, Nutrition and Physical Activities Team, Social Emotional Team, and Counseling Advisory Group:* Health teams coordinate health and wellness supports. The teams have developed asthma care

plans for area physicians, provided nutrition and health fairs, instituted fitness extended day programs, and coordinated school health models. ***Mental Health Team:*** Led by the EVSC Chief Officer of Family, School, and Community Partnerships, the team includes key mental health and addiction service providers (Southwestern Healthcare, St. Vincent, Deaconess Cross Pointe, Evansville Psychiatric Children’s Center, Lampion Center, Youth First), referral sources and providers of supplemental services (Dept. Child Services, United Way), and key EVSC departments (family engagement, neuroeducation, and health and wellness). The committee is actively working to address trauma and stress through universal prevention strategies focused on resilience, ACES identification and coaching. **Communication Teams:** ***Communication Team:*** Team assists with developing family friendly communication materials related to community education principles, afterschool programs, family involvement, and drug and alcohol free messaging. ***Afterschool Programs Team:*** Team meets monthly to coordinate school and community-based afterschool and summer programs. The team has developed a community resource guide for programs, hosted lights on afterschool events, integrated community resources, and works to actively recruit volunteers. Over 42 agencies attend afterschool meetings including 15 afterschool providers. ***Parent Advisory Team:*** Team includes diverse group of parents who work to create a dialogue with schools. This team has hosted a Parent Camp event, and has participated in and informed parent/school staff trainings and conversations on bullying and attendance. Parents and parent voice will also be integrated on other teams and on school site councils. ***OptIN Advisory Council:*** Consists of various business groups (e.g., AmeriQual Group LLC, Berry Global, Capital Electric Inc., Koch Enterprises Inc., Old National Bancorp). The council provides resources and supports associated with college and career readiness, while guiding the overall OptIN strategy identified in Section B.

School-Community Council Teams

LEADERSHIP TEAMS

Big Table – networking team of over 80 agencies

Leadership Advisory Council – approval of projects and programs, advocacy – **Now: FSC Admin & Co-chairs**

Evaluation Team – collection and analysis of data from programs and community agencies, creation of tools

Equity Team – Build equity education and support - **Project: Equity Professional Development - FORMING**

HEALTH & WELLNESS TEAMS

Asthma and Allergy Team – education and awareness for parents and students – **Project: Camp Nota-Gona-Wheeze**

Nutrition and Physical Activities Team – education and awareness around healthy lifestyle choices – **Project: Wellness Policy, Try It Tuesdays**

Social and Emotional Team – education, awareness, creation of programs for behaviors and families – **Now: A Community Team - FACES**

Mental Health Team – creating a trauma informed community - **Project: ACES pilot / Resilient Evansville**

Counseling Advisory Group – Oversee Comprehensive Counseling Model - **Project: The Lilly Grant**

COMMUNICATION TEAMS

Communication Team – creation of family friendly information, inform EVSC communication practices – **Project: Yearly District Calendar – MEETS AS NEEDED**

Afterschool Programs Team – Youth development through high quality afterschool and summer programming - **Project: Networking and Collaborations**

OptIN Advisory Team – Collaboration around post-secondary college and career

Projects: OptIN Cohort, Governor's Work Ethic Certificate, RAMP pilot

Parent Advisory Team – bring parent voice to EVSC practices and communications – **Project: Parent Camp Share & Leadership Cohort - FORMING**

The EVSC and partners each commit to leveraging resources/funding to support full development of the FSCS model. The **EVSC** commits both direct financial support and in-kind contributions. This includes: staff – site principals/building administrators, counselors, secretaries, maintenance, bus drivers, cafeteria personnel, central office administrative support, daycare personnel; facilities – classrooms, gyms, computer labs, libraries, playgrounds, etc.; equipment – office furniture, computers, supplies and materials; transportation – student transportation; activities – for students and families. As reflected in the budget, the FSCS coordinators will be partially funded by the EVSC. Additionally, the proposed EVSC strategic agenda has resulted in major technological advancements (e.g., student Netbooks, promethean boards) and capital improvements in targeted schools to accommodate implementation. Each school commits to integrating the full-service model into their school improvement plan.

Community partners commit staff time to participate on Site Councils, in-kind resources, and direct funding. Specific partners were listed under each strategy in Section B. **Vanderburgh County Juvenile Court** commits to working collaboratively with the EVSC to implement the CARES program, Pre-Court with the Judge, and to explore and implement strategies to improve school attendance and reduce juvenile crime through the Truancy Roundtable. **Youth First, Inc.** is a youth-serving alcohol and addiction prevention organization that has worked in EVSC schools for 18 years. The organization commits to hiring and supervising school-based social workers. **St. Vincent Evansville** is a healthcare facility. Through community outreach, St. Vincent will continue to provide the Mobile Dental Clinic and extensive dental health education resources and services to impact the dental health of students, staff, and the community. St. Vincent Community Outreach also provides (a) the Health Access Advocates (HAAs). They assist underinsured or uninsured families in applying for Healthy Indiana Plan (HIP), Hoosier

Healthwise, and the Marketplace. HAAs assist families through the entire enrollment process at absolutely no cost; and (b) 2 community registered nurses who support students and families through a variety of educational opportunities. Examples: asthma home visit program, health fairs, assist with vision/hearing screenings, etc. **4C of Southern Indiana** is the local childcare resource and referral agency. 4C plays an essential role in supporting the delivery of early child programming through Caze and Fairlawn Elementary, as well as supporting the Pre To 3 initiative. The director also chairs the Promise Zone education committee and actively works to improve the quality of early childhood programming within the region. **Junior Achievement** empowers young people to own their economic success through volunteer-based K-12 programs fostering work-readiness, entrepreneurship, and financial literacy skills. JA commits to providing JA programs within full-service schools and actively partnering with schools to support coordination of career programming. **Vanderburgh County Health Department (VCDH)**. VCHD will provide the Pre To 3 program, which is a home-visiting program designed to support families during pregnancy and until the baby is 3 years old. A Community Health Worker visits the family each week and uses the Growing Great Kids™ curriculum to teach important skills that build a healthy home. **Evansville Promise Zone**. The Evansville Promise Zone is a comprehensive coordinated community effort designed to positively impact the quality of life of residents in nearby zone boundaries through various place-based community strategies. All focus schools are located in the zone or serve students from the zone. The Promise Zone education goal is to *increase educational opportunities through a coordinated community school strategy that includes high quality early childhood experiences, community and school partnerships, systems that support learning, and connecting youth with resources to support postsecondary education*. Specific objectives directly aligned with this initiative were listed in section B1. As

such, Promise Zone partners will actively work to seek funding to enhance programs and services at schools and coordinate community resources. Further, the Promise Zone will assist with engaging community residents in programs and services through various events and programming. The Promise Zone Director and/or City Liaison will attend Site Councils to communicate information and coordinate services. The Evansville Promise Zone is also working on a phone application (app) that will serve to communicate information on events and resources to community residents. FSCS coordinators will work to ensure parents have the app and are connected with PZ events, as well as provide information to the PZ for inclusion on the app.

OptIN Advisory Council. OptIN supports student pathways leading to high-wage, high-demand career opportunities that are paired with student interest, ability, skills, and knowledge. Systems of community collaboration are rooted in the OptIN Advisory Council, which is comprised of EVSC staff, regional business leaders, higher education, city leadership, community organizations, and parents of EVSC students. The Advisory Council is instrumental in developing key strategies and initiatives carried out by EVSC, such as the development of a Work Ethic Certificate program for EVSC students, development of career exploration videos for the region's largest employers, development of parent engagement tools, work on the expansion of career pathways and certification aligned to regional needs, and other college and career readiness initiatives. OptIN was also selected to be one of the USDOE's Promise Zone Communities of Practice under both groupings of "Workforce" and "Postsecondary." ***EVSC Parent Advisory Committee and Evansville Area Council PTA*** provides support, information and resources to families focused on the health and education of children. Programs are created to organize and support parent involvement in children's education. As such, the council will play an active role in informing and implementing the family engagement initiatives outlined

within Section 2. *United Way of Southwestern Indiana, Carver Community Organization, and the YMCA of Southwestern Indiana* will partner to provide the Bridging Literacy initiative. The United Way also provides funding to various community partners on the Afterschool Team to implement afterschool and summer programs within schools. United Way also commits to continued participation on the Mental Health Team. In addition, a number of youth-serving organizations through the **School-Community Council Afterschool Team** will provide educational, enrichment, and recreational programs as part of a comprehensive afterschool and summer program (*Boys and Girls Club, YMCA, YWCA, Carver Community Organization, Boy Scouts, Girl Scouts, City of Evansville Parks & Recreation Department*). All partners are members of the School-Community Council and will be involved in providing ongoing support and long-term sustainability. Partners are committed to addressing issues presented by Site Councils and providing in-kind services. As shown above, our partnership has a long history of collaboration starting in the early 1990s at EVSC's first full-service school. Each of our partners was purposefully selected based on prior experience and success with implementation.

(2) The extent to which the costs are reasonable....

In Year One, we expect to serve a total of 2,031 students, their families and community members, and by Year Five, we expect to serve a total of 3,047 students, their families and community members. If the maximum amount of annual funding requested were awarded, this would average to be approximately \$196 annually for each participant, which doesn't include other community and family members who will be impacted by the initiative (or all in-kind services provided). As reflected in the budget (and described in earlier sections), our partnership is committed to leveraging existing resources to support children and families in our community and sustaining services. FSCS coordinators, social workers and programs/services will be

partially funded by the EVSC and partners, along with technology, supplies and equipment. The FCSC grant offers the district and participating schools an opportunity to support the building of a strong infrastructure of collaboration that will support this work beyond the life of the grant. This will allow for further coordination of resources and provide a solid foundation for long-term sustainability, as evidenced by resources already being allocated to this work.

Sustainability (requirements 4g). District support and infrastructure, integration of programs and services with school improvement planning, long-term sustainability planning, and integration of funding sources further demonstrate commitment and how programs and services will be sustained after the grant period. (1) **District support and infrastructure:** As noted above, the EVSC has been implementing community schooling at various levels for more than two decades and currently is scaling this work throughout the district. District departments have been realigned to support this work and supports reorganized under the Center for Family, School, and Community Partnerships. (2) **Integration of programs and services with school improvement plans:** The SCC and individual school Site Councils provide a collaborative infrastructure to integrate services, share resources, and expand partnerships. Through this infrastructure, community assets and resources will be further mapped, and we will work to engage potential new community partners (e.g., churches, businesses, neighborhood associations). Additionally, programs and services are linked directly with each school's improvement plan. This integrated service delivery approach will underlie successful implementation and sustainability. (3) **Long-term sustainability planning:** Utilizing The Finance Project's (2019) Sustainability Framework, the Leadership Advisory Council through the SCC is focusing on expanding partnerships and continued program growth to address current and emerging needs. This work will result in a written long-term sustainability plan, including strategic visioning, broad-based community

support, capacity building, communications, marketing, public policy, results orientation, and strategic financing. Utilizing these strategies, our partnership is clearly committed to long-term sustainability. **(4) Integration with community, State and Federal resources.** We will support programs through an integration of diverse federal, state, and local funds and resources available to the EVSC and our partners (MOU in Appendix B and matching funds are detailed below and in the Budget Narrative). Locally, our partners will leverage funding received through the United Way, Welborn Foundation, and various resources to support programs. Schools will utilize EVSC education and operation funds, school improvement funding, and Title 1 funds distributed through the State. As further examples of this resource integration: (a) The EVSC will use the Education and Operation Fund and Title I funding to partially support FSCS coordinator positions; (b) The EVSC provides \$80,000 through Title I and school improvement funds to support morning reading/math instructional focus of summer programming, while the City of Evansville Parks & Recreation Department provides \$120,000 for afternoon recreation and enrichment; and (c) The EVSC has committed \$1 million in Title funding to support early childhood programs, which helps/will help to support early childhood programming at Caze and Fairlawn. In recent years, our schools and partners have assumed more supplies and equipment cost, and we remain engaged in an ongoing effort to identify new funding sources, expand partnerships, and integrate various community, state, and federal funds and resources. Specific non-federal funds supporting this initiative are outlined in Table 12 and the budget narrative.

Table 12. Summary of Non-Federal Funds
<p>EVSC Personnel (including fringes) \$261,370 (5-year total) <i>Executive Director</i></p> <p><i>Community Schools & Family Engagement</i> 15% of the position currently funded from the EVSC general education/operation fund (\$50,000 salary + \$10,926 fringe benefits over five</p>

years.). This position will oversee the family and community engagement and development strategy working directly with FSCS Project Director to assist in monitoring grant goals and ensure that the lessons learned from deepening this work at these FSCS schools are utilized throughout the district. This position will also ensure that the implementation of the project is aligned with the rest of the community and family engagement efforts in progress in the EVSC. The Executive Director will also consult on the professional development around family and community engagement and provide trainings and support as indicated by data and as requested by the Project Director. **Chief Diversity Officer** 15% of the position currently funded by the EVSC general education/operation fund (\$35,000 salary + \$7,649 fringe benefits over five years). This position will oversee the creation and implementation of the equity framework that will support the work of the grant in the target schools, and will include professional development for all faculty, staff, and volunteers in various areas of cultural proficiency skill building. The position will work closely with various EVSC Departments, including the Office of Performance, Assessment and Research, as well as the Office of Academic Affairs and the Executive Director of Community Schools and Family Engagement to ensure that the diverse needs of our student populations are addressed effectively in order to help address success gaps. **Social Emotional Learning (SEL) Curriculum Support** 15% of the position currently funded by the EVSC general education/operation fund (\$29,500 salary + \$6,445 fringe benefits over five years). This position will provide training and technical support to teachers as they implement the SEL curriculum in all classrooms. This will be done through professional development, modeling within classrooms, development of materials and resources, and direct observation and support within teachers' classrooms when requested. **Liaison of School & Community** 50%

of the position currently funded from the EVSC general education/operation fund (\$100,000 salary + \$21,850 fringe benefits over five years). This position will provide direct administrative and targeted data support and be the cohesive representative on EVSC District collaboration teams. In addition, serve as a communication liaison between schools, families, and the School-Community Council partners.

Youth First, Inc. School Social Work Services \$450,000 (5-year total) Youth First raises dollars in the community (\$780,000 annually) to provide 57% of salary and fringe benefits for social workers in the EVSC district. The EVSC approximately pays 43% of the salary and fringe benefits of these district positions. The YF annual contribution for the social worker at Fairlawn, McGary, and Harrison is approximately \$37,000 per position.

EVSC Comprehensive Counseling Initiative for IN K-12 Students- Lilly Endowment Comprehensive Counseling Grant - Contractual for Staff Professional Development \$60,000 (Year 1 only). In 2017, the EVSC received a grant from the Lilly Foundation. This funding is utilized to develop, train, and implement comprehensive counseling initiatives of multi-tiered multi-domain systems of support to transform how academic, social and emotional, and college/career evidence-based services are delivered across all grade levels to students and families. The alignment and implementation of the initiative intentionally utilizes national best practice models - American School Counselors Association (ASCA), National Association of School Psychologists (NASP), and School Social Work Association of America (SSWAA), which will also align with the EVSC continuous improvement plan. Dr. Trish Hatch (co-developer of the ASCA model) and her Hatching Results Team will provide technical assistance and professional development to administrators and all

counseling positions - school counselors, social workers, psychologists, social-emotional learning specialists-across the EVSC district, including the four targeted schools.

YMCA of Southwestern Indiana - Bridging Literacy Contractual Services (\$350,000 5-year total as detailed below) This program has been created to address the achievement gap that exists for at-risk students who are not on grade level reading by 3rd grade. This collaboration between three leading community agencies will provide wraparound supports to students and their families and leverage a greater collective impact. **1) Carver Community Organization AARP Foundation Experience Corps \$70,000 (5-year total)** will place trained volunteers at two sites, Caze and Fairlawn, tutoring and mentoring children in kindergarten through the third grade. Program will be offered two to three days per week for up to three hours per day throughout the school year to students who have been identified as not on grade level. **2) United Way of Southwestern Indiana to offer K-Camp \$120,000 (5-year total)** (20 days, 4 hours per day) each summer. This kindergarten readiness opportunity for up to 40 children served at Caze and Fairlawn who have never attended preschool or need more time in a preschool setting to prepare for kindergarten in the fall. The program encompasses academic instruction, social emotional development, and family engagement. A bilingual classroom supports the children's English acquisition and the student's home language, which is led by a bachelors-level Early Childhood teacher and an assistant. Student's progress is monitored throughout the program. Students are served free meals (breakfast and lunch) and families are encouraged to enjoy the meals with their children. **3) Summer Learning Loss \$160,000 (5 year total)** Program for rising 1st and 2nd grade students focuses on phonics, writing, and reading to boost literacy skills, with enrichment activities to support physical and social emotional growth. The model includes 2.5 hours of

multilevel literacy framework instruction and 4.5 hours of enrichment activities during a 20-service-day program over the summer. Enrichment includes physical activity, art/music, character development, nutrition, STEM, and a weekly educational field trip. A minimum of one family engagement activity will be hosted during the program. Over the course of the program, each student receives new books. A staff-to-student ratio of 1:8 is maintained.

St. Vincent Evansville - Contractual Services \$250,000 (5-year total) The Mobile Dental Clinic is a unique full-service dental office with five dentists and six dental hygienists. The mobile clinic offers a full range of preventative dental care and dental education on-site at the targeted four schools for children who might otherwise not receive dental care. Services include exams, cleanings, X-rays, fluoride, sealants, fillings, crowns, extractions, space maintainers, etc. Poor oral health can have a detrimental effect on children's quality of life, their performance at school, and their success later in life. Tooth decay is preventable, and ensuring preventable oral health services at school is important in helping children stay healthy and ready to learn.

4C of Southern Indiana \$115,000 (5-year total) is a childcare resource and referral agency which offers support, such as voucher assistance, to allow for access to early childhood education for families. 4C will offer expertise around child development to provide technical assistance and professional development around engaging families with young children and afterschool programming. Home visitors will support implementation of Growing Great Kids (GGK) curriculum, which is done through the *Pre To 3* program. 4C will implement Conscious Discipline home visiting curriculum for families prenatal to 5 years of age. 4C will assist in identifying On My Way Pre K options for children in this area. 4C will assist in training, or identification of trainings needed, to increase early childhood program quality.

C8 Sciences – ACTIVATE License \$129,780 (5-year total) As part of social emotional learning work, the program *ACTIVATE* provided by C8 Sciences will be used with all kindergarten and first grade students at Caze and Fairlawn each year. This program helps with brain development and will help prepare students for learning. The total cost per student is \$202, with the grant funding \$99 each, and C8 Sciences providing \$103 per student.

City of Evansville Parks & Recreation Department – Summer \$100,000 (5-year total) will work together with the EVSC to provide summer recreation for students in the targeted two elementary schools and the middle school. Costs covered by the City of Evansville include hiring and supervising Parks summer staff, programming, field trips, swimming pool fees, etc., hiring deaf interpreter services, and bus transportation. In addition to any of the seven neighborhood pools, field trips might include visits to Angel Mounds State Historic Site, Barnes and Noble Book Store, the Evansville Fire Department, Mesker Park Zoo, and Swonder Ice Arena. Citywide, this is a \$120,000 annual value with \$20,000 minimum dedicated annually to the targeted schools.

(D) QUALITY OF MANAGEMENT PLAN

(1) The adequacy of the management plan....

The EVSC has a history of developing innovative and successful partnerships with the community. We have successfully managed several state and federal grants (e.g., Carol M. White Physical Education Grants, Full-Service Community Schools, Safe Schools Healthy Students, 21st CCLCs, and Grants to Reduce Alcohol Abuse). The USDOE has invited us to speak about our success to other full-service and promise neighborhood grantees. Our management plan is patterned after these successful projects. Specific roles/responsibilities (with funding sources and

time commitments), a plan for joint utilization and management of school facilities, a timeline with milestones, and professional development plans are detailed below. *(requirements 3 & 4e)*

Roles/Responsibilities: The EVSC FSCS Initiative will be integrated into the existing infrastructure of the SCC and EVSC to create a comprehensive approach and foundation for sustainability. Staff positions will be added in strategic areas. Other staff positions will expand as needed to manage the FSCS grant and ensure that the grant goals are met. Positions will be jointly funded by the EVSC and FSCS grant funding to support the initiative. The EVSC has made a long-term commitment to supporting this work at the school, district and community level. The EVSC's Strategic Agenda includes Family, School, and Community Partnerships as a focus area of the district plan. An organization chart depicting current EVSC positions within the Center for Family, Schools, and Community Partnerships and a description of specific positions supporting the FSCS Initiative follow.

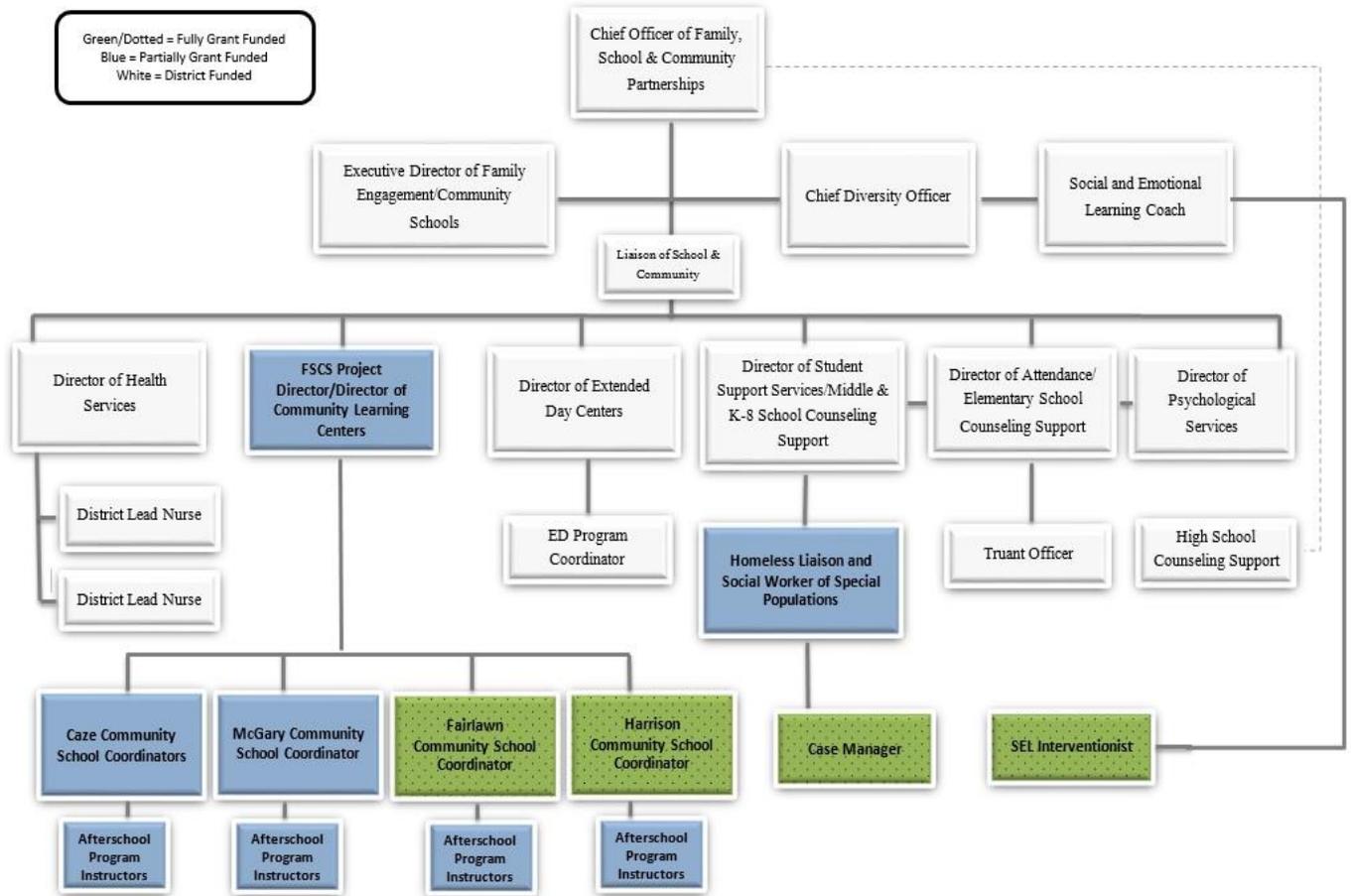
The **EVSC Superintendent** and **Deputy Superintendent for Student Support and Accountability** (not listed in the organizational chart) will provide overall support to the initiative and integration with the district continuous improvement process.

- The **Chief Officer of Family, School, and Community Partnerships** will oversee full implementation of the project and ensure that it is fully integrated into the district's overall plan for community schools and family engagement.
- The EVSC currently employs a full-time **Director of Community Learning Centers** who is currently responsible for managing out-of-school time programming in selected EVSC schools. This position will be expanded to serve as the **FSCS Project Director** responsible for the overall coordination of the initiative. Additional time and funding will be devoted to this position to support an expanded role with full-service schools. Responsibilities will

include: (a) coordinate and monitor goals, budget, service delivery, and evaluation process; (b) serve as liaison between EVSC district departments, schools, collaborative partners; (c) report to federal administrators, EVSC, and SCC Leadership Advisory Council; and (d) leverage growth and sustainability, and scale the initiative to other EVSC schools.

- In addition, the EVSC currently employs a full-time **Executive Director of Community Schools and Family Engagement**. This position will work directly with FSCS Project Director to ensure that the lessons learned from deepening this work at these FSCS schools are utilized throughout the district and ensure that the project is aligned with the rest of the community and family engagement efforts in progress in the EVSC. This position will also provide intensive support around the development of the site councils and implementation of a comprehensive family engagement strategy.
- The EVSC also currently employs a full-time **Chief Officer of Diversity**. This position will support the equity framework strategy and work with school staff, community partners, students, and families to ensure that all grant strategies and community school supports are viewed through a lens of equity and delivered in an equitable fashion. This position will also conceive, write and deliver professional development around diversity, equity and inclusion that will allow for greater understanding of students, families and the neighborhood around the FSCS schools.
- The EVSC will also call on the **Director of Neuroeducation** to provide consultation and training as it implements FSCS initiatives around Social Emotional Learning. This position will also direct the work of the SEL interventionist, monitor implementation of ACTIVATE, and ensure that FSCS initiatives are connected to the rest of the neuroeducation work in the district.

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- Each site will employ a **full-time (52-week) Full-Service Community School Coordinator (requirement 4e)** to coordinate resources and pipeline strategies at the site level. The coordinator is instrumental to the success of the proposed strategies. We see these positions as an opportunity to bring about change at the school level and connections across all schools, while also creating a professional development framework where all FSCS schools can benefit from their expertise. While assigned to schools, FSCS Coordinators will meet regularly with the Project Director and staff from the EVSC Center for Family, School, and Community Partnerships to collaborate in sharing ideas and resources. Coordinators will

attend neighborhood association meetings PZ workgroups, coordinate programs and services, facilitate data collection and evaluations, and participate in quality improvement processes.

- A **Liaison of School and Community** position will support the grant and staff in maintaining accurate records including detailed budgets, background checks, community contracts, purchase orders, payroll reports, professional development materials and documentation, data collection and grant reports.
- An **SEL Interventionist** will be hired to provide direct support to students at Caze and Fairlawn elementary school during a portion of the school day and during afterschool programming. This direct support will help each student develop self-regulation skills needed to be successful socially, emotionally and academically. It will also ensure adequate opportunities for successful participation throughout the school day and in all activities available through afterschool programming. Responsibilities include: Utilizing the SEL practices to respond to student social, emotional, and behavioral challenges and help co-regulate students so they have the opportunity to practice and develop self-regulation skills. This would include direct support in student classrooms, other programs within the school, and throughout all afterschool programming. The SEL interventionist will also provide direct support and coaching to staff in the afterschool program who are also providing direct support to students. This will ensure alignment between the school day and afterschool programming and will increase the SEL and behavioral proficiency of afterschool staff.
- **OptIN Assistant Program Manager** funded through the EVSC will support the overall OptIN Strategy identified in Section B. This position will work in FSCS schools to provide post-secondary support and counseling to students administering career assessments, work with students and families to explore career options, mentor students, and connect students

and families to community resources aligned with their career interests. This position will also work with students and families to remove barriers to post-secondary pathways.

- Finally, **Diehl Consulting Group (DCG)** will provide a team of three evaluation consultants to implement a comprehensive process and outcome evaluation of the initiative. Specific evaluation approaches are outlined within Section E.

A summary of key project staff roles, time commitments, and funding sources is provided in

Table 13 (**requirement 4e**)

Table 13. Key Project Staff Roles/Qualifications/Funding Source (Note: Time represents allocation to FSCS Initiative)
<p>FSCS Project Director (.35 FTE): The Director Community Learning Centers currently coordinates afterschool and summer programs in 21st CCLC schools, which includes Caze and McGary. This position will work directly with the Executive Director of Community Schools and Family Engagement (as well as other positions described above) in implementing objectives of the FSCS initiative [time allocations described above]. Additional time funded by the FSCS grant (.15) will be devoted to this position to serve as the FSCS Project Director.</p> <p><u>Expansion of current responsibilities and alignment of current supports from various positions ensures FSCS objectives will be met while avoiding duplication of roles and creating a framework for sustainability of support beyond the grant.</u> Specific FSCS responsibilities will include: (a) Coordinate and monitor goals, budget, service delivery, and evaluation process; (b) serve as liaison between EVSC district departments, schools, service and collaborative partners; (c) report to federal administrators, EVSC, and SCC Leadership Team; and (d) leverage growth and sustainability. <i>Qualifications:</i> Current position has 9 years of experience</p>

in leading and directing youth development programming and grant management. *(Source: Position will be funded 15% by FSCS grant; EVSC will fund the other portion of the position)*

FSCS Coordinators (1 FTE x 4): Each school will have a full-time 52 week coordinator (FSCS Site Coordinator) **(requirement 4e)**. Coordinators will oversee all programs and services, and be the primary point of contact for agencies at the building level (in partnership with principal/director). *Qualifications:* (a) ability to work collaboratively with students, parents, school staff, and community partners; (b) effective communication; (c) knowledge of community resources; (d) background in education, human or social services field (e.g., health, mental health, community education); and (e) knowledge and understanding of cultural diversity, community resources and organizations. *(Source: 2 FTE will be funded by the FSCS grant (Fairlawn and Harrison); 1 FTE (Caze) will be funded by another source, however, the FSCS grant will provide the funding to expand from 43 weeks to 52 weeks; 1 FTE (McGary) will be funded by another source)*

FSCS Liaison of School & Community (.5 FTE): Support the grant and staff in maintaining accurate records including detailed budgets, background checks, community contracts, purchase orders, payroll reports, professional development materials and documentation, data collection and grant reports. The position will provide administrative support to the FSCS Project Director, Director of Community Learning Centers, FSCS Coordinators, Social Worker of Special Populations, and Principals, and process all payroll and requisitions associated with the program and help prepare federal reports. Additional support provided by the Center for FSC Partnerships. *Qualifications:* Demonstrated history of federal budgeting and record keeping, as well as applicable administrative experience. *(Source: Position will be funded by the EVSC general education/operation fund)*

SEL Interventionist (1 FTE): The SEL interventionist will be hired to provide direct support to students at Caze and Fairlawn elementary school during a portion of the school day and during afterschool programming. Responsibilities were described above. *Qualifications:* Bachelor's degree preferred in social work, education, psychology, counseling or similar area; Willingness to be certified as a Registered Behavior Technician (RBT); Prior experience working with at-risk students preferred; Knowledge of development and implementation of functional-based assessments and in the areas of child and adolescent development preferred; Experience working within schools and an understanding of special education law preferable.

School Principals: School Principals will lead this work in their buildings and serve as building-level champions with school staff. Principals will meet regularly with the Project Director to ensure that programs, services and support are implemented and aligned to grant and school goals. Principals will regularly attend/co-lead Site Council meetings to ensure that the work of their site council meets school needs. Principals will join school staff as they receive professional development around grant goals, family engagement, equity and social emotional learning. Principals will work as teams with their coordinators to remove any obstacles associated with FSCS grant goals. Due to the all-encompassing nature of this proposal and integration of FSCS strategies, it is estimated that principals will spend approximately 100 percent of their time addressing issues related to supporting the grant, including working with student and family engagement, meeting with community partners and site council members, attending school events and trainings, and assisting in supervising and overseeing the work of the coordinators with regular meetings and communications.

Diehl Consulting Group (DCG): Serve as the Principal Investigator and implement comprehensive process and outcome evaluation as outlined within Section E. *Qualifications:*

DCG has 20 years of experience in conducting evaluations. A large portion of DCG's work has involved program evaluation and other analytical services for PK-20 school corporations and other educational entities. The firm has significant experience providing evaluation services as a part of federal, state, and local grants. For example, DCG has served as the local evaluator for federal grants such as the Math and Science Partnership, Full-Service Community Schools, USDOE Strengthening Institutions Program (SIP), Safe Schools Healthy Students, Grants to Reduce Alcohol Abuse, Readiness and Emergency Management for Schools, Elementary and Secondary School Counseling Program, Carol M. White Physical Education Program, 21st Century Community Learning Centers, Indiana's 1003(g) School Improvement Grants, and other similar initiatives. Dr. Dan Diehl will serve as the lead evaluation consultant for DCG. Diehl has nearly twenty years of experience in providing evaluation, consulting, and professional development services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a PK-12 school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of afterschool and summer programs, as well as development of community education initiatives promoting school and community partnerships. Diehl has a Ph.D. in social work, along with master's degrees in applied experimental psychology and social work. He is a Licensed Clinical Social Worker (LCSW) in Indiana. Additional consultants supporting this project through DCG have master's degrees in industrial psychology, communications, and nonprofit management, and over 10 years of experience in program evaluation associated with local, state and federal opportunities. *(Source: Contract will be funded by the FSCS grant)*

Consistent with the first standard of Community Schools, the EVSC recognizes that collaborative leadership that nurtures shared ownership and accountability is essential to successful implementation. This understanding is reflected in the commitment of our principals and building administrators and partners. As noted in the table above and throughout the narrative, the *role of school principal and other building administrators* is essential to successful FSCS implementation. The building principal in each of the schools provided significant input into planning for this grant and all have made a commitment to support this work and help move it forward (e.g., convening and participating in regular meetings, supporting the FSCS coordinator, reviewing evaluation data, participating in development of Site Councils). Building principals and other building administrators will ensure that the FSCS model is viewed as a key strategy and academic, social and/or health services are aligned with and support school improvement plans. Principals will also work with teachers, school staff, parents and students to educate them on the value of the model and the FSCS coordinator to develop and maintain community partnerships key to successful model implementation. The principal will work with the FSCS coordinator, partners and staff to actively integrate families and community partners into the life and work of the school through active engagement with the Site Council and ongoing meetings with the FSCS Coordinator and Project Director, and other key staff members described above. School staff, partners, families, and community members will also play essential roles in the success of the initiative (*role of partners, parents and community*). Community partners are committed to providing ongoing support and resources to students and families in schools. Since 2000, when the SCC was developed, partners have served on teams and Site Councils. Continued participation provides opportunities for shared decision-making and ownership. Site Councils will include key stakeholders (parents, students, school staff,

community residents and partners). Community partners bring expertise and are equipped to address the social, emotional and health needs of students, while the voice of students, parents, and community residents ensures alignment with community strengths and needs.

Plan for Joint Utilization and Management of School Facilities (requirements 4e)

As noted above, the commitment of building administrators and school staff are essential to the success of implementation. As documented in the MOU, each school is committed to fully integrating community school strategies within the operations of the school. Our history of implementing community schooling further demonstrates this commitment. Each school is already implementing aspects of community schooling and through this grant is committed to joint utilization and management of facilities to fully implement the community school model. Specific examples include: (a) providing dedicated space for joint programs and services to be offered onsite, (b) utilizing Site Councils to coordinate school and community resources, and create shared decision-making, (c) enter into formal contracts between schools and community partners that outline shared responsibilities, and (d) share data on programs and services offered on-site and at partners' sites. FSCS coordinators will meet regularly with building administration to coordinate activities and provide updates in staff meetings.

Timeline and Milestones

Beginning fall 2019, monthly planning meetings will focus on developing policies and procedures related to core strategies of the initiative. As mentioned previously, parents, students, and community members have been involved in informing strategies, and we will continue to involve students, parents and community residents throughout the planning and implementation stages. Formal contracts will be developed with community partners, along with hiring all support staff described above. The project evaluators will assist schools in further development

of a comprehensive process and outcome evaluation plan including a logic model and protocol for implementation (described in Section E). All FSCS personnel will be in place and Site Councils established within the first 3 months. Key milestones are provided in Table 14.

Table 14. Timeline/Milestones for the EVSC Full-Service School Initiative

YEAR ONE: PLANNING/IMPLEMENTATION	
<p><i>September, 2019* As soon as funding is announced</i></p>	<ul style="list-style-type: none"> ▪ Notification of grant award; advertise positions; begin interviews ▪ Planning meeting held with all principals and key partners to review FSCS objectives and Year 1 timeline for all new and coordinated strategies. ▪ Building Principals and Coordinators convene monthly Site Councils meetings, review grant goals and objectives and plan implementation at school sites ▪ Further training and grant orientation provided to building administration, school staff via faculty meeting ▪ SCC Leadership Team and Evaluation Committees meet; Evaluation Committee to meet monthly to review data as available ▪ Key FSCS staff members attend monthly PZ meetings
<p><i>October/ November, 2019</i></p>	<ul style="list-style-type: none"> ▪ New FSCS positions hired ▪ Contracts finalized/signed with evaluation consultants, diversity consultant, full-service community school technical assistance providers, and key community partners (e.g., Youth First, Inc.); Contracts with afterschool providers begin to be finalized, but ongoing throughout the year ▪ Afterschool programs begin at schools; Sites will provide programs based on student needs and state standards; Other enrichment programs will also be provided in partnership with community organizations

	<ul style="list-style-type: none"> ▪ ACTIVATE curriculum purchased and introduced to schools
<i>December, 2019</i>	<ul style="list-style-type: none"> ▪ Training held for all FSCS positions ▪ Family engagement parent/school workgroup meets ▪ Evaluators finalize logic model and evaluation plan for all activities ▪ FSCS coordinators trained in data collection procedures; Services begin as positions are hired and trained ▪ Planning for transition strategy begins (review school and community needs/begin synthesizing evidence based transition strategies)
<i>January to February, 2020</i>	<ul style="list-style-type: none"> ▪ FSCS Training and Technical Assistance provided; outreach to other communities and training conducted ▪ Planning begins for summer programs ▪ All other strategies as outlined in Section B begin ▪ Transition Planning: Align evidence-based strategies with needs ▪ Equity Framework training begins with key staff; plan created for roll out with other staff and partners
<i>March, 2020</i>	<ul style="list-style-type: none"> ▪ FSCS Training and Technical Assistance ▪ Transition Planning: Create formal implementation plans
<i>April, 2020</i>	<ul style="list-style-type: none"> ▪ Contracts signed for summer programs ▪ Transition Planning: Provide training and support for implementation
<i>May, 2020</i>	<ul style="list-style-type: none"> ▪ Evaluators revise logic model and evaluation plan to include new strategies/activities (note: evaluation plan will be updated as planning unfolds; evaluators will participate in planning meetings to ensure alignment with grant goals and objectives)

	<ul style="list-style-type: none"> ▪ As part of annual review, host first facilitated meeting to debrief strategies and begin sustainability planning.
<i>June/July, 2020</i>	<ul style="list-style-type: none"> ▪ Summer programs begin ▪ Bridging Literacy (United Way and YMCA operate programming) ▪ Finalize Evaluation Report (including GPRA reporting as required)
YEAR TWO-FIVE: IMPLEMENTATION	
<i>August to July</i>	<ul style="list-style-type: none"> ▪ All strategies implemented as proposed in Section B: Program Design ▪ Implement Transition Plan (evaluate to inform adjustments) ▪ Site Councils meet monthly ▪ Family engagement activities continue ▪ Evaluation Committee and Steering Committee meet to monitor progress toward grant goals ▪ Sustainability planning continues

*Note: Additional professional development milestones will be based on timing of conferences and training events (see below).

Professional Development Plans (requirement 4e)

Personnel managing, coordinating, or delivering pipeline services will be provided with professional development to support implementation. This professional development will be in the form of formalized training workshops and conferences, as well as embedded coaching. The four FSCS coordinators, one for each building, will receive comprehensive professional development on how to implement a full-service community school. Technical support will also be provided through the Coalition for Community Schools. Opportunities to network and learn from successful models will be provided. Formal professional development is in Table 15.

Table 15. Formal Professional Development

Equity Framework: As outlined within Section B, building administration, staff and community partners will receive training associated with the Equity Framework Strategy. Trainings will be provided each semester for various employee groups and community groups, with the intent to reach every school staff member and community partner on an annual or semiannual basis. Trainings will take the form of in-person meetings with the Chief Diversity Officer or other diversity professionals, book studies, or virtual trainings, which would be developed through the Office of Diversity & Equity. **Participants:** School administration (principals, assistant principals) and staff, FSCS Personnel (Project Director, 4 FSCS Coordinators), and community partners. **Learning Outcomes:** Increase understanding, appreciation, and implementation of supports that ensure equal access and treatment of participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Family Engagement Training: School staff and community partners will receive training associated with Department of Education’s Dual Capacity Framework for Family Engagement. Trainings will center around increasing the understanding of meaningful family engagement, increasing the understanding of the importance of family engagement, and increasing the importance of practices that create welcoming environments and build relationships and increasing the capabilities of school staff to understand and work with families. Trainings will be informed by Chief Diversity Officer to ensure connection with the Equity Framework. Trainings will be provided to building administrators and school staff by the Executive Director of Community Schools and Family Engagement. Administrators and Community School Coordinators will be provided the skills they need to work one-on-one and

coach teachers in their family engagement practices. Much of the PD will focus on communication and linking family engagement with learning. However, specific support will be offered around attendance issues in partnership with the Truancy Roundtable. Parents and data from each school site will help customize the trainings and support. The bulk of training will occur during years 1 and 2 of the grant. In addition to training and PD provided by EVSC and partners, community school coordinators will attend conferences such as the Institute for Educational Leadership's Family and Community Engagement Conference. **Participants:** School administration and staff, FSCS personnel including the 4 FSCS Coordinators, community partners and other key FSCS support positions (e.g., social work, case management, early childhood). **Learning Outcomes:** Increase understanding, appreciation, and implementation of supports that engage families as partners in their children's education.

Community School Training: The FSCS Project Director and the Executive Director of Community Schools and Family Engagement will provide building administrators, FSCS staff and community partners with coaching and training associated with leadership, facilitation, collaboration, communication and best practices in site council development and community schools. Trainings will focus on increasing understanding of meaningful collaboration, increasing understanding of need/asset/gap mapping, increasing understanding of community development and inclusive practices, and increasing communication skills. FSCS coordinators will be provided the skills they need to work one-on-one with partners and facilitate collaboration at their school sites. Partners and data from each school site will help customize the trainings and support, and partners with expertise will be engaged to work with EVSC. The bulk of training will occur during years 1 and 2 of the grant. In addition to training and PD provided by EVSC and partners, FSCS coordinators will attend conferences such as the

Institute for Educational Leadership's Community School Forum. **Participants:** School administration and staff, FSCS Personnel including the 4 FSCS Coordinators, community partners and other key FSCS support positions (e.g., social work, case management, early childhood). **Learning Outcomes:** Increase understanding, implementation and coordination of community supports targeted for student/family success.

SEL Competencies. To support the development of teacher and staff SEL competencies needed to co-regulate students and develop student self-regulation skills, the SEL PD and support will be multi-layered in the FSCS buildings. The Director of Neuroeducation will provide PD to school staff and community partners on the integration of SEL curriculum and the SEL competencies needed to develop students' self-regulation skills. The SEL curriculum coach will provide direct support, coaching and modeling to all staff including the SEL interventionist to ensure SEL competencies and other practices are being done with fidelity. The SEL curriculum coach and the SEL interventionist will also work with families and other community partners to ensure the work is connected and aligned with Family Engagement, Site Council and Equity Support. As part of increased proficiency and developing sustainability, the SEL interventionist working in the afterschool program will provide direct support, modeling and coaching feedback to staff. **Participants:** School administration (principals, assistant principals) and staff, FSCS Personnel (Project Director, 4 FSCS Coordinators), community partners and other key FSCS support positions (e.g., social work, case management). **Learning Outcomes:** Participants will increase understanding of SEL curriculum and its integration with SEL competencies needed to develop student self-regulation skills; and demonstrate increasing proficiency with SEL competencies in school-wide, classroom and afterschool settings.

In addition to the formal professional development described above, building administration and FSCS coordinators will be provided with ongoing coaching and support. The FSCS Project Director will meet monthly with building administrators and weekly with coordinators to provide ongoing support and guidance in implementing community school strategies (e.g., addressing barriers to strategy implementation) and processes (e.g., how to effectively facilitate and contribute to a Site Council). Coaching sessions will include: (a) updates on the implementation timeline and key milestones, (b) strategies to overcome any barriers impacting implementation, (c) effective recruitment strategies for students, parents, and community members, (d) strategies to leverage community and neighborhood resources, (e) utilization of evaluation results to drive decision-making and communicate to the community, and (f) ensuring all youth are being connected to programming.

(2) The extent to which the time commitments...

As noted above, the EVSC FSCS Initiative will be integrated into the existing infrastructure of the SCC and EVSC to create a comprehensive approach and foundation for sustainability. This approach ensures capacity (actual time devoted to the project and expertise of personnel) to fully implement proposed strategies and meet intended objectives. Further, based on prior experience with implementing federal grant initiatives and a demonstrated history of implementing community schools, the proposed time commitments are appropriate and adequate to meet grant objectives. The current Director of 21st CCLC programs will serve as the **FSCS Project Director (35% time)**, and the full-time Executive Director of Community Schools and Family Engagement will assist with implementation of the overall strategy (**15% time**). Both will provide ongoing coaching, coordination and support to school sites. This time is in addition to time devoted from other district positions. Expansion of current responsibilities and alignment

of current supports from various positions ensures FSCS objectives will be met while avoiding duplication of roles and creating a framework for sustainability of support beyond the grant. Additionally, all 4 sites will employ a full-time FSCS Coordinator (**FSCS Coordinator; 100% time**) to coordinate resources and pipeline strategies at the site level. Given the integration of FSCS strategies within the overall improvement plan of the school, building administrators will devote **100% of time** to this initiative. Additional support will be provided through **FSCS Administrative Support (50% time)**, and **SEL Interventionist (100% time)**. Finally, **Diehl Consulting Group (DCG)** will serve as the project evaluator (principal investigator) and provide 3 evaluation consultants to support implementation of a comprehensive process and outcome evaluation (Total of 588 hours annually for 3 consultants). Specific methods are outlined in Section E.

E) QUALITY OF PROJECT EVALUATION

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate ...

A comprehensive annual evaluation will be conducted to examine progress toward annual goals, objectives and outcomes. **(requirement 4f)** Evaluation will be used to refine and improve proposed FSCS strategies through ongoing review. Results of the annual evaluation will be made public and a notice of the availability of results provided. Towards this aim, evaluation will be an ongoing process conducted internally and externally. All evaluation methods are tied directly to the goals, objectives, and outcomes in Table 1 (Section A1). The thoroughness, feasibility and appropriateness of these methods is supported by the process and outcome evaluation plan outlined below, along with internal and external capacity to support implementation.

Internal and External Capacity: Established in 2000, the SCC Evaluation Team (described in Section C) is comprised of EVSC staff, local researchers and community partners. This team will

meet monthly to guide all evaluation methods and ensure a diversity of perspectives inform evaluation activities through review of evaluation protocols, instruments, and results. Internally, the EVSC Office for Performance, Research, and Assessment (OPAR) will work with the evaluators to provide electronic data files from the EVSC RDS Student Data System and the EVSC Data Warehouse. These data systems house core indicators of student success and will provide the appropriate information to evaluate programs, drive decision-making, and improve practice. The office will also provide data coaches who work with schools in the use of student data and data dashboards tied to key student performance measures related to FSCS outcomes listed in Table 1 (Section A1). Of note, the OPAR was awarded a national Data Quality award, which demonstrates effective practices in managing and utilizing data. Externally, Diehl Consulting Group (DCG) will serve as the Principal Investigator. DCG has over 18 years of experience implementing large-scale evaluations with organizations and schools and has evaluated multiple federal projects (21st Century Community Learning Centers, Full-Service Schools Grant, Safe Schools Healthy Students, Grants to Reduce Alcohol Abuse). DCG also serves as the data and evaluation partner for the Evansville Promise Zone and has a working knowledge of the focus schools and community. The evaluation group also conducts the annual climate and engagement survey for the district. Moreover, Dr. Dan Diehl with DCG serves as the co-chair of the SCC Evaluation Committee and has a demonstrated history in conducting evaluation with full-service schools. DCG has been the lead evaluator for the EVSC School-Community Council since the beginning. DCG also participated on the Coalition for Community School's Evaluation Advisory Team for the Community School Evaluation Toolkit. DCG will be responsible for all aspects of the evaluation and work closely with any scheduled national evaluation activities to ensure reliability and validity of data.

Process and Outcome Evaluation

A comprehensive process and outcome evaluation plan will provide timely and valid information on the management, implementation and efficiency of the initiative, and yield valid and reliable performance data for relevant program outcomes. Details of this plan follow, and within 3 months of the grant award, a final logic model and evaluation plan will be reviewed and approved by the SCC Evaluation Team. **Process evaluation** will involve the systematic documentation of key aspects of program performance to ensure the program is functioning as intended and will allow program adjustments. Initial process measures are provided below in Table 16 (Note: Additional process measures will be developed). **Outcome evaluation** will document changes occurring for participants in key outcome areas and provide evidence that the program is accomplishing its goals and objectives. A Continuous Quality Improvement model will be developed that uses data from both process and outcome evaluation approaches. It involves documenting program components that worked well, assessing program components that did not work well, and identifying adaptations in programming. During the first year of implementation, individual and focus group interviews with principals, staff and key stakeholders will be conducted during the middle of the year to assess perceptions of project management and implementation efforts. Feedback will be provided and adjustments made as needed. The interviews will be replicated in the spring and subsequent years to assess changes.

Design: The evaluation plan is grounded in community-school principles and includes the following components: **(1) Types of data:** Goals and objectives (Table 1, Section A1) will guide the collection of formative and summative data. Quantitative data (e.g., suspensions/expulsions, grades, achievement scores, attendance rates, climate/engagement scales) and qualitative data (e.g., focus groups, interviews, case studies) will measure effectiveness of strategies and provide

ongoing feedback related to progress towards objectives. **(2) *When data collected?*** Data will be collected as programs are implemented and will vary across programs. Evaluators will develop an evaluation plan and training materials detailing data collection responsibilities. To ensure data quality, all staff responsible for collecting data will be trained in procedures specific to the program/service being implemented. As examples, school social workers will enter data daily into the Youth First Data System and FSCS coordinators will enter afterschool data daily into the Cayen Afterschool web-based afterschool attendance software. All school assessment records will be entered daily and extracted using the EVSC data warehouse. Pre- and post-measures (as applicable) will be aligned with the start and stop time of each program. Outcome indicators will be reviewed each semester (unless available earlier), while process indicators (e.g., number of individuals being served) will be reviewed each month to allow site councils to make program adjustments. Data for other program indicators (e.g., parent and student changes) will be reviewed following each program. Performance targets and timeframes are included in (Table 1, Section A1). **(3) *Evaluation methods:*** Pre-experimental and time series designs will be used primarily to monitor performance towards identified targets. To examine implementation, evaluation methodology will include mixed methods (e.g., pre- and post-surveys, focus groups, individual interviews, and review of meeting minutes). **(4) *What instruments and when?*** Given our history in conducting evaluation, instruments have already been identified and are linked with specific performance measures described in Table 1 (Section A1). Additional measures and indicators will be developed based on further program planning and results of the evaluation. For reliable comparisons, existing data will be used primarily (e.g., state/federal reporting forms, suspension/expulsion, and attendance records). Multiple measures including performance-based and criterion-referenced testing measures will also be used (e.g., NWEA, IREAD). **(5) *How data***

will be analyzed: Varied analyses include inferential testing, multivariate, and regression procedures for continuous data, and frequency, descriptive, crosstabulation, and chi-square for nonparametric data. All analyses will be based on the appropriate assumptions and data type. (6)

When reports available? Formative reports for results and outcomes (process, implementation, and outcome data as available) of strategies will be provided monthly and summative reports semi-annually. Data dashboards through the EVSC Data Warehouse will be available to key program staff to allow for ongoing review and use of student data. As described below, reports will be tailored to the target audience and include one-page “snapshot” documents utilizing data visualization approaches, along with full technical reports. The SCC Evaluation Committee will provide support in reviewing these documents to ensure readability. An annual evaluation report will be made public as per grant requirements. To support dissemination of evaluation findings, evaluation data will be translated into messages that are meaningful to the target audiences through a unique communication plan. Specifically, the evaluation team, with the help of the SCC Communication Team, will be called upon to communicate out results to parents, community partners and other stakeholders in formats and language they can understand. A variety of media outlets and languages will be used to disseminate information to the community (e.g., PZ app, newsletters, church meetings, brochures, parent-teacher conferences, afterschool fairs, community events, email, Site Council meetings, Board presentations, and neighborhood association meetings), and programs will be communicated in parent and community meetings. The Evansville Promise Zone will be a key partner helping to connect schools with neighborhood initiatives. Specifically, the Evansville Promise Zone will assist with communicating activities to neighborhood residents through community engagement events, the PZ app, and coordinating goal area work group meetings. (7) ***Progress monitoring:*** The SCC

Leadership Advisory Team (Project Director, principals, coordinators, partners) will review data quarterly (as available) to determine if program adjustments are warranted, basing decisions on implementation fidelity and connection with the goals and objectives. A strategic planning review will be conducted annually by school Site Councils and the SCC Leadership Advisory Team to examine effects and adjustments. This will be connected to sustainability planning.

Table 16. EVSC FSCS Process Evaluation Plan (Note: As discussed below, fidelity will be assessed across all strategies; process performance measures identified below represent selected measures and will be expanded as the evaluation plan is finalized.)
Universal Strategy 1. Equity Framework
Univ Strat. 1a # of trainings provided (Training Logs) Univ Strat. 1b # of staff and community partners completing training (Attendance Forms) Univ Strat. 1c Annual review of participants receiving services (Participation Rates and Provider Interviews/Annual Evaluation Report)
A1. Comprehensive early childhood education
A1.a # of students attending 162 days (90%) (Attendance Records/EVSC Data Warehouse) A1.b % of early childhood classrooms demonstrating high quality (CLASS Evaluations)
A2. Pre To 3
A2.a # of parents within FSCS service area who receive home visiting support through Pre To 3 (VCHD Records) A2.b Outreach plan developed including materials and resources (VCHD Interview)
B1. High quality comprehensive afterschool and summer learning
B1.a # of students attending 60 or more days in programming (Attendance/EZReports)

<p>B1.b Program quality ratings from the Indiana Quality Program Self-Assessment and improvement strategies identified within action plans (IN-QPSA/IN Afterschool Network)</p> <p>B1.c % of quality indicators met based on evaluator site visit (Diehl Site Visit Protocol)</p>
<p>B2. Bridging Literacy</p>
<p>B2.a Adherence to curriculum across all programs (Facilitator logs, Observation protocols)</p> <p>B2.b % of students retained annually (Attendance records).</p>
<p>C1. Evidence-based Counseling Curriculum, Career Planning, and Professional Learning Communities (SE, Academic and College/Career Readiness)</p>
<p>C1.a # students receiving lesson (Counselor Curriculum Presentation Reports)</p> <p>C1.b # and frequency of lessons provided (Counselor Records)</p>
<p>C2. ACTIVATE</p>
<p>C2.a # students averaging 30 minutes or more per week for 30 weeks (3 days @ 10 mins per session) (Teacher Logs)</p> <p>C2.b # students using ACTIVATE 3 days or more per week and reaching the clinical 600 minute (Teacher Logs)</p> <p>C2.c Adherence to ACTIVATE protocol (observation)</p>
<p>C3. Elementary-Middle-High School Transition</p>
<p><i>Strategy will be planned in 19-20; process measures will include dimensions of fidelity described below</i></p>
<p>D1. Comprehensive Family Engagement Coordination</p>
<p>D1.a # of family members attending family engagement programs (Attendance Records)</p> <p>D1.b Type and frequency of family engagement activities offered (EZReports)</p> <p>D1.c % of family friendly practices met annually (Family Friendly Walkthrough Assessment)</p>

D2. Specialized Case Management (CM) and Outreach
D2.a # of individual families served annually (CM Log)
D2.b Type and frequency of services and resources provided to families (Case Manager Log)
D2.c Barriers identified by families in accessing services (Case Manager Log)
E1. OptIN (Opportunities through Partnerships that Transform and Inspire)
E1.a # of students meeting individually with OptIN coach (OptIN records)
E1.b Types and frequency of services provided by OptIN coach (OptIN records)
E2. Junior Achievement
E2.a # of students completing Junior Achievement lessons annually (Attendance Records, JA)
E2.b % of students reporting satisfaction with JA programming (JA Post Survey, JA)
F1. School-based Site Councils
F1.a # of individuals (students, parent, community partners, school staff) attending Site Councils annually (Attendance Records, FSCS Coordinator Report)
F1.b % of community school standards met (Coalition for Community Schools Standards Self-Assessment)
F1.c % of Site Council members reporting a high level of collaborative functioning (Site Council Annual Survey)
G1. St. Vincent Mobile Dental Clinic and Community Outreach
G1.a # of youth served annually (St. Vincent Records)
G1.b Primary dental conditions being treated annually (St. Vincent Mobile Dental Records)
G2. Social Work Services (EVSC, Youth First)
G2.a # of students and adults receiving services annually (SSW Records, SSW Data System)
G2.b Type of referrals made to the community (SSW Records, SSW Data System)

G3. SEL Interventionist
G3.a Frequency and type of interventions provided (Log)
G3.b Progress monitoring of student interventions (Log)
H1. Partnership with Juvenile Court – CARES (restorative practices)
H1.a # of students attending the CARES program (Juvenile Court Attendance Records)
H1.b Characteristics of students attending CARES program (Participant Profile Report, EVSC Data Warehouse)
H2. Truancy Roundtable
H2.a # of students receiving intensive support through the Truancy Roundtable (Juvenile Court Attendance Records)
H2.a Barriers experienced by students referred and receiving support

(2) The extent to which the methods of evaluation include the use of objective...

Objective performance measures have been identified, are clearly aligned with intended outcomes, and yield both quantitative and qualitative data. As described above, mixed methods will be used to support process and outcome evaluation. All methods are based on age appropriate norms, have demonstrated reliability and validity, have been used in similar research and populations, and are aligned with intended outcomes. Process measures are directly aligned with key model components and designed to collect data on implementation and fidelity (Table 16). Outcome measures described in Table 1 (Section A1) include standardized academic and social and emotional measures (NWEA), established climate and engagement surveys (EVSC My School Survey; a reliable and validated measure of climate and student/family engagement used by the EVSC for 8 years) and behavioral monitoring measures (e.g., Individual Treatment Concerns Form, Diehl 2008). As shown below, each have been shown to be reliable and valid.

Further, behavioral data are collected as part of normal educational practice and operationalized by state and/or local reporting procedures (attendance, out-of-school suspensions). In most cases, existing data systems will be utilized to collect program attendance and performance information. The evaluators will extract data from these systems and create a master file for each school using the Statistical Package for the Social Sciences (SPSS). The evaluators will utilize these school-level SPSS files to create unduplicated student, family and community member participation counts. Data will be available by each core strategy and aggregated to create an unduplicated count of individuals for each school and for the initiative. This will allow for GPRA reporting and examining exposure to multiple strategies.

In addition to the objective measures described above, the evaluation plan also includes quantitative and qualitative strategies that examine best practices associated with full-service school model implementation. Specifically, drawing on previous research and the work of the Coalition for Community and Schools, the EVSC has developed a full-service school rubric to assess levels of implementation based on key quality indicators of full-service schools (e.g., essential infrastructure is in place, high levels of collaborative functioning, services are tied to community need, full-service strategy is reflected in the school improvement plan). This rubric will be completed annually and used to examine differences in outcomes between sites, thereby facilitating an understanding of positive and negative findings. While individual program evaluations will be conducted for specific services, common indicators across sites will be tracked (Table 1, Section A1) and compared to baseline data for each school. Further, qualitative data from stakeholder interviews will be derived to identify best practices of implementation.

(3) Extent to which the methods of evaluation will provide valid and reliable performance...

Outcomes and data collection methods were listed in Table 1 and linked with specific strategies. As noted above and detailed below, methods of evaluation are drawn from existing processes to promote reliability with data collection and reporting, and utilize mostly standardized instruments or traditional educational behavioral measures.

NWEA. The NWEA Measures of Academic Progress (MAP) assessment is a computer-based, adaptive assessment designed to measure achievement, calculate growth, predict state-assessment performance, and benchmark growth against national norms in mathematics, reading, and language arts. Scoring is based on Item-Response Theory and utilizes Rasch modeling to create the NWEA RIT score. Evidence of reliability has been demonstrated by correlations between related NWEA item-pools across multiple administrations and test-retest correlations. Evidence of internal consistency is demonstrated by reliability coefficients (Samejima, 1994; Wright, 1999) that are consistently reported in the low to mid .90s. Content validity is demonstrated through mapping of MAP items with content standards. Concurrent validity is shown through correlations with state assessments that range from .64 to .88, and predictive validity is demonstrated through the MAP's ability to predict existing assessments (.44 to .87). Finally, criterion fidelity is shown through correlations between MAP and proficiency on state assessments (.36 to .72) (NWEA, 2011). ***Relevant Objective(s) from Table 1: 1.1.1***

Teaching Strategies GOLD. GOLD is an authentic observation-based assessment system for children from birth through kindergarten. It may be used with any developmentally appropriate curriculum. It is grounded in 38 research-based objectives that include predictors of future school success and are aligned with state early learning standards, The Head Start Child Development and Early Learning Framework, and the Common Core State Standards for

kindergarten. The assessment has been shown to be reliable and valid (Teaching Strategies Gold, 2019). The Center for Educational Measurement and Evaluation at the University of North Carolina conducted several analyses related to six areas of child development measured by the tool (social-emotional, physical, language, cognitive, literacy, and math). These included Rasch Scaling and analyses of rating scale effectiveness and item difficulty. Several analyses were also conducted to determine whether Teaching Strategies GOLD is a reliable measure of early childhood development and learning. These included person and item reliabilities, internal consistency reliability, and interrater reliability. In all cases, results revealed a high degree of validity and reliability. Additionally, results showed that the assessment instrument is equally valid and reliable for assessing children whose home language is not English and children with disabilities. The authors concluded that Teaching Strategies GOLD assessment system yields highly valid and reliable results, and teachers are able to use Teaching Strategies GOLD to make valid ratings of the developmental progress of children across the intended age range from birth through kindergarten. (Lambert, 2017; The Center for Educational Measurement and Evaluation, 2011). *Relevant Objective(s) 1.1.2, 1.1.3, 1.1.4*

Traditional Educational Academic/Behavioral Measures and statewide achievement measures (e.g., student grades, attendance, out-of-school suspensions/ODRs, graduation rates, credits earned, IREAD). Existing academic and behavioral measures will be used to gauge progress toward performance measures. Data collection parameters are operationalized by the Indiana Department of Education, and EVSC schools have been trained in consistent data collection and reporting procedures. Data are entered in the student management system and also imported in real-time into a data warehouse managed by the Office for Performance Assessment and Research and EVSC Technology Department. The EVSC Technology Department is

responsible for submitting reports to the Indiana Department of Education, which allows ongoing monitoring of data for reliability and validity. **Relevant Objective(s) 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.3, 1.3.4**

Intercultural Diversity Inventory (IDI). The IDI is a cross-cultural assessment of intercultural competence that is used by thousands of individuals and organizations to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes. The instrument has been widely used in research and has been shown to have acceptable levels of reliability and validity (ACS Ventures 2017). The IDI Developmental Orientation ($\alpha = .82$) and IDI Perceived Orientation ($\alpha = .83$) scales were shown to be reliable, and each of the seven subscales comprising the IDI have demonstrated acceptable levels of internal consistency with alphas ranging from .70 to .86 (ACS Ventures 2017; Hammer, 2011; Hammer et al., 2003). Correlations between IDI scales and the theoretically-related *Social Anxiety Scale* and the *Worldmindedness Scale* provided evidence of construct validity. Evidence of content validity was established through an expert panel review (Hammer et al., 2003), and the instrument has been shown to have predictive validity in educational settings, reflect diverse perspectives, and contain no cultural bias (Hammer, 2011; Hammer et al., 2003). **Relevant Objective 1.1.6 (and all strategies indirectly through the Equality Framework)**

EVSC My School Student, Staff and Family Survey. The EVSC My School Survey is a school climate and engagement measure developed in 2010 by Diehl Consulting Group in partnership with the EVSC Office for Performance Assessment and Research and a representative committee of district and school staff. Content validity was established by a 20 member committee who reviewed over 100 existing measures and identified the most relevant and meaningful items. The measure has been administered for 8 years in all EVSC schools to

assess progress toward EVSC's strategic agenda and support school improvement planning. The survey is administered at the same time each year (February), and each school receives an individual report detailing results compared to prior years. Initial psychometric properties were examined by Dr. Kelly Goedert from Seton Hall University using Rasch Modeling and principal components analysis (PCA) procedures. For purposes of the evaluation, two scales will be used to measure FSCS outcomes: student engagement and family engagement scales. The student engagement scale consists of three subscales measuring dimensions of behavioral, affective, and cognitive engagement. The scale is administered to students (grades 3 and up) and instructional staff. Psychometric testing has been conducted to identify reliability and validity of the scales. For the student engagement scale, a PCA was utilized for each subscale (behavioral, affective and cognitive). Analyses yield one factor for each scale that explained >70% of the variance respectively, and acceptable levels of internal consistency were observed for the subscales (α ranged from .86 to .93). An item analysis (item descriptives, scale descriptives, inter-item correlations) revealed no problematic items. For the family engagement scale, a PCA was utilized based on relevant scale items. The analysis yielded one factor that explained 56% of the variance. Acceptable levels of internal consistency were observed for the scale ($\alpha = .90$). An item analysis (item descriptives, scale descriptives, inter-item correlations) revealed no problematic items. In 2010, Rasch modeling was also used to examine reliability and inform scale development, which also demonstrated scale reliability (Person reliability = .92; item reliability = 1.00; Person reliability = .88; item reliability = 1.00). ***Relevant Objective(s) 2.2.1, 2.2.2***

Individual Treatment Concerns: Parent (ITC: PF) and Teacher/Student Form (ITC: TF/SF). These are published measures in which parents and teachers identify, in behavioral terms, concerns that they have about their students, youth, and families. Next, parents and

teachers are asked to rate these concerns on 7-point Likert-type scales related to the frequency in which this behavior is exhibited, from never to always. The parent form yields individual concerns for their child and their families. The teacher form yields individual concerns related to the student. The student form (5th grade and up) yields individual concerns related to the student. Using a formula developed by van Zyl (Nunnally & Bernstein, 1984; personal communication, M. A. van Zyl, December 10th, 2002), ratings for all of the concerns identified are transformed into overall intensity scores. This results in three dependent variables: teacher intensity score for students, student intensity score for student, and parent intensity score for family. Test-retest correlations from baseline to one month for the intensity scores were used to examine reliability and coefficient alpha for internal consistency. Correlations ranged from .57 to .84. As a measure of construct validity, the Individual Treatment Concerns teacher (.46) and parent forms (.38) were correlated with the theoretically related total problem behavior score from the Burks' Behavior Rating Scales (Diehl & Frey, 2008). ***Relevant Objective 2.3.2.***

Participant Attendance/Fidelity Tools. As shown in the Table above, a number of process measures will be established to monitor progress toward implementation. Attendance will be tracked using prepared Excel documents for special events and daily attendance entry relative to the strategy (e.g., afterschool/summer attendance tracked using Cayen Afterschool Data System, school-day attendance and participation of evidence based programming entered into student management system [RDS]). Also, the evaluation will examine aspects of implementation fidelity. Examples of approaches and measures of fidelity include 1) *adherence to core components* identified by the strategy model (Example measures: interviews/focus group protocols; observation tools; facilitator and participant checklists of core components; established lesson plans), 2) *exposure* includes the types of services provided, frequency of

service delivery, service duration and dosage (Example of measures: interviews/focus group protocols; attendance records to calculate minimum completion percentages; observations; published calendars; Cayen System Program Context Reports), 3) *quality of delivery* (Example of measures: Indiana Quality Program Self-Assessment/Youth program Quality Assessment; observations), and 4) *participant responsiveness* (Example of measures: staff and participant surveys; focus groups/interviews). To ensure reliability and validity of all process measures, existing measures prescribed by program developers and/or developed by the evaluators for specific implementation will be utilized. In several cases, existing data collection practices have been well established and will continue. To ensure consistency in collection, all staff will be trained in evaluation procedures and data will be entered and examined monthly to monitor data collection processes, and in turn, inform program delivery. ***Relevant Objectives: All***

Collectively, the EVSC FSCS Initiative will work to provide and utilize objective process and outcome performance measures to inform progress and drive improvement of pipeline strategies, while identifying promising practices for sustainability. Further, our partnership commits to working closely with any national evaluation activities to ensure alignment of evaluation activities and inform subsequent efforts. Our partnership is fully committed to establishing full-service community schools within the four schools outlined in this application and further scaling of the initiative in our district, while contributing to the overall national community schools movement through our work.