



HEMPSTEAD 360

**An Expanded Approach to Full Service Community Schools
in Hempstead, NY**

Application in response to ED-GRANTS-022719-001

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SUBMITTED TO:

Full Service Community Schools Program
Office of Elementary and Secondary Education
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TABLE OF CONTENTS

Introduction.....	1
Priorities.....	4
Project Design.....	15
Project Services.....	38
Resources.....	47
Management Plan.....	56
Program Evaluation.....	65

Application Attachments

References

Resumes of Key Personnel

LEA Letter of Commitment and MOU

Letters of Commitment and Support from Subcontractors and Partners

Hempstead Schools 360: An Expanded Approach to Full-Service Community Schools in Hempstead, New York

INTRODUCTION

In response to the Department of Education’s Full-Service Community School grant opportunity, FHI 360 is pleased to propose a new initiative — Hempstead Schools 360 — which will broaden and deepen our current community schools work being conducted in the Hempstead Union Free School District in South Hempstead, New York. Since spring of 2018, FHI 360 has been serving as the lead agency for the ABGS Middle School community school initiative, which is the strategy that was selected as part of the school’s receivership process. As the funding source for that initiative is nearing its end, our proposed district program, Hempstead Schools 360, seeks to broaden our reach by duplicating the successful model currently underway at Alverta B. Gray Schultz (ABGS) Middle School at David Paterson Elementary School, one of its feeder elementary schools, while also deepening the services offered at both schools to include high-leverage targeted and personalized interventions and wrap-around supports for children and their families. Key to these expanded services will be a robust success mentoring program that matches chronically absent and severely chronically absent students with an adult advocate, a food pantry in each community school to ensure that students and their families are not going hungry, and access to community school health resources that will meet the basic medical, dental, vision and mental health needs of our students and their families.

Through an ongoing collaboration with the school district, the Community Engagement Team (CET) and key community partners, the inclusion of David Paterson Elementary School will be the first step in creating a K–8 community school pipeline of supports. It will also include a research component that allows us to begin to study the effects that earlier community school

interventions and services have had in keeping students on the path to success. Through the improved coordination, integration, accessibility and effectiveness of services allowed for by the Full-Service Community School development grant, we will be able to provide 2,009 students in grades K–8 and their families with tiered interventions and supports to ensure that students attain the academic achievement and social-emotional wellbeing needed for success in school, careers and life.

The program goal aligns with FHI 360’s holistic, research-based approach to school improvement. The design of Hempstead Schools 360 is based upon FHI 360’s conceptual framework that defines the primary role of a full-service community school as being to support the healthy development of the student — with an equal focus on academic, social, emotional, and physical well-being — to improve outcomes for ALL students. It also builds upon FHI 360’s long-established history and successful implementation of its community school model to address the needs of underserved communities. According to U.S Census data (2017), per capita income in the Hempstead Union Free School District¹ is below the state and national average, with the effects of poverty affecting families at twice the rate for New York State and the nation as a whole. FHI 360’s proven success working in high needs urban communities has been guided by a vision that emphasizes locally-driven, sustainable and collaborative partnerships to improve student social-emotional and physical health and readiness for learning through the effective implementation of community partnerships and the strengthening of family engagement.

Our Hempstead Schools 360 program recognizes that to improve student academic performance, schools must provide comprehensive noncognitive (including social-emotional)

¹ A union free school district is governed by a board of education composed of between three and nine members who serve three-, four-, or five-year terms. Board size within these limits may be changed by the voters of the district. (Education Law 1702-1703)]

supports and health services for students, families, and community members that will result in improved educational outcomes for all children. Thus, in addition to ensuring students perform well through traditional success metrics (e.g., standardized tests, grades, attendance), a full-service community school's role is to ensure that youth “develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities” (Nagaoka et al., 2015).

PRIORITIES

In partnership with the Hempstead Union Free School District, our proposed project meets the Department of Education's (ED) priorities for this grant program.

Competitive Preference Priority 2 – Broadly Representative Consortia

Our proposed program will serve two schools in the Hempstead Union Free School District: ABGS Middle School and David Paterson Elementary School. Both schools currently demonstrate the four pillars of community school success, and each provide a range of student, family, and community support services, thus making them both eligible for participation in the Full-Service Community Schools Program. Our consortium includes a lead nonprofit organization (FHI 360), one Local Education Agency (LEA: Hempstead Union Free School District), a nonprofit to provide technical assistance to the district-wide initiative (Children's Aid Society), a team of community stakeholders (the Community Engagement Team), and several community-based and local nonprofit partners.

The ABGS Middle School already has partnered with FHI 360 as part of a New York State receivership requirement. However, that funding source will soon end, and this grant opportunity can allow us to continue the work. ABGS Middle School has many of the components of a full-service community school, including integrated student supports (such as the Community Partnership Program, My Brother's Keeper, the Teen Center, The Hispanic Counseling Center, and Reign for Life) to provide mentoring, homework help, and academic support, individual and group counseling, peer mediation, and gang violence prevention. A range of school and community supports, including Academic Intervention Services, Saturday Academy, Empire after school, Newcomers, and Liberty Partnership Programs, are a part of the school's expanded learning time and opportunities, while school and community resources, such as the Adult

Education School at ABGS, the Mental Health Association of Nassau County, and Nassau Family Wrap-around Services, address a broad swath of parent and family needs and build family and community engagement. ABGS Middle School also promotes collaborative leadership and practice through close interaction and alignment between its small learning communities (the school is organized into four thematic communities, each with an Assistant Principal in charge), maintaining schoolwide communication of developments, needs and concerns, and establishing connections to the broader Hempstead community.

In addition, our team will take the Schools 360 community school model to David Paterson Elementary School, a school that has several key components of a community school including integrated student services such as Response to Intervention (RTI) social-emotional supports, expanded learning time and opportunities focusing on weekly AIS intervention, Saturday Academy, math, STEAM, girls' empowerment and character-building programs to build academic proficiency and target learning gaps. Family and community engagement initiatives and public and private forums such as parent universities, Bring Your Parent to School Day, parent-teacher organization meetings, and Coffee with the Principal have increased communication with parents. While the school is also engaged in collaborative leadership and practice through shared decision-making practices, it is eager to expand by adding resources to support students and families' social-emotional wellbeing.

The strength in our approach lies in the fact that FHI 360 has already established a close working relationship with Hempstead Union Free School District, and the Community School Director (CSD) and project team meet on a regular basis with district administrators, school administrators, the Community Engagement Team (CET), school staff and key partners to share

proposed work and keep open lines of communication. Decisions arise collaboratively with input from multiple stakeholders, many of whom have seats on the CET.

The CET is well-established and meets twice per month to ensure issues are addressed in a timely manner. Children's Aid Society has served as technical assistance provider to support the district in defining their community school model and focus on improving attendance across the district. They have agreed to continue their role moving forward, if we were to win this grant.

Several organizations and agencies will serve as key partners in this initiative. Ramapo for Children will support social emotional learning (SEL) development among teachers and students. Nassau Community College, Adelphi University, and Hofstra University will provide interns to serve as success mentors (who work with chronically and severely chronically absent students). Both schools are Title I schools, with more than two-thirds of students receiving free or reduced lunch (FRL). Data indicate that the per capita income in the Hempstead Union Free School District is below the state and national average, the majority of students (87%) are considered economically disadvantaged, and 30% of students in the district are homeless. Thus, as part of our Hempstead Schools 360 solution, key partners such as Long Island Food Harvest and Family Health Center will help us to establish school-based food pantries and school-based health centers.

Competitive Preference Priority 3 – History of Effectiveness

FHI 360 is a mission-driven, nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff of over 4,000 employees includes experts in education, youth, health, nutrition, environment, economic development, civil society, gender, research and technology, creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70

countries and all U.S. states and territories. On any given day, we manage more than 250 distinct projects around the world.

For over 30 years, FHI 360's Department of School and Community Services has been dedicated to supporting pressing education needs and challenges across the United States. With a history of research and practice linking schools and community in more than 135 projects, we have worked across the country with both urban and rural schools, school districts, and community-based organizations on comprehensive school and community improvement initiatives and programs to address critical issues in education, health and youth engagement. FHI 360's ability to provide project management, technical expertise and assistance, training, convening opportunities, and other services and resources to organizations and projects has supported the transformation of schools and communities, underscoring its comprehensive understanding and integrated approach to the resolution of issues affecting youth, their families and school communities.

Our programs are designed to foster partnerships and build capacity to improve teaching and learning, increase family involvement, expand access to education for students with disabilities and enhance career and college readiness. Through both our program services and our established staff, we demonstrate our commitment to schools, students, families and communities. In spring of 2018, FHI 360 was selected as the lead community-based organization (CBO) for the Community School project at the ABGS Middle School. A few key successes in this first year of this partnership center around laying the foundation for deeper and more robust community schools work in the future. Examples of work in year one include: conducting a comprehensive needs assessment; compiling a resource map (and easy to use family brochure) documenting all programs and services available to students and their families; building relationships with

various constituent groups; establishing protocols and clear expectations for all after-school and in-school program partners; beginning to collect and organize Early Warning Indicator (EWI) data and share it with teacher teams; identifying and forming relationships with new partners; and marketing and outreach to communicate the mission and vision of the ABGS community school.

While we have accomplished a great deal in our first year of collaboration, it is still a new collaboration. Below is a snapshot of four of FHI 360's related projects over the past 10 years to give a more comprehensive picture of the scope and impact of our work.

- *Community School Lead Organization for the New York City Department of Education* (2014–present): Since 2014, FHI 360 has served as a lead CBO to one of the city's lowest performing K–8 schools. What has made this work particularly effective and sustainable is that our community school partnership is a true partnership, as opposed to simultaneous programs working in parallel. We work hard to build the capacity of the faculty and staff and to integrate positive youth development (PYD) and SEL strategies into their practices (to improve attendance and behavior), and to implement highly effective instructional strategies and use data to inform their instructional decision making (to improve student outcomes). We have also focused on work that will positively impact the structures and systems in the school in ways that can be sustained should funding go away for a continued partnership. As a result, staff have a newfound sense of pride and a sense of empowerment, because they feel they are all invested in the positive changes taking place. Our supports also builds family engagement and community partnerships to ensure that students are being supported by all the adults in their lives.

- *Partnership Support Organization (2007–2012)*: Under the auspices of the New York City Department of Education, FHI 360 worked as a partnership support organization (PSO) with 14 New York City public schools on improvement efforts, drawing on our 16 years of experience with Middle Start, a comprehensive transformation program for schools with middle grades. The FHI 360 PSO empowered schools by customizing programs and services to their unique needs and interests in five practice areas: making smart use of data regarding student learning; understanding adolescent development and its implications for teaching and learning; creating small learning communities and teacher teams; building collaborative approaches to leadership, parent engagement and support for students; and embedding professional development into ongoing improvement. Schools in our network experienced increases in student achievement outcomes, attendance, and overall behavior.
- *National Forum to Improve Middle Grades Education (2011–2014)*: FHI 360 worked with 18 schools in three states — California, Illinois and North Carolina — that received school improvement strategies and coaching support from the Schools to Watch® Transformation Network, an initiative launched by the National Forum to Improve Middle-Grades Reform as part of a five-year Investing in Innovation (i3) grant from the U.S. Department of Education. FHI 360’s primary role was to provide professional development and technical assistance around the Indicators for Success, a model focused on helping schools set up systems and strategies for creating early warning system student reports to identify students at risk for a difficult transition to high school based on their attendance, behavior and academic data. FHI 360 helped introduce a system for schools to gather and organize student progress and outcomes data to identify students who may be moving “on

track” or “off track” and who need additional assistance in the early warning indicators (attendance, behavior, class grade in math, class grade in ELA). Once school teams identified students exhibiting the early warning signs that they were disengaging from school, they could conduct a root cause analysis to determine the students’ challenges, implement interventions, monitor the effectiveness of those interventions in getting students back on track, and adjust them accordingly. This work was introduced to school teams as part of their ongoing inquiry work and was supported by the school transformation coaches in each state. These coaches are associated with the National Forum’s lead partners in the Schools to Watch program in each state.

- *The Postsecondary Success Collaborative (PSC)* (2008–2013): With funding from the Citi Foundation, FHI 360 created local partnerships in which educators and community members (including local schools, community colleges and four-year universities, philanthropies, business groups, and service organizations) identified and provided the supports students needed to succeed in higher education and in an increasingly competitive job market. We used a collective impact approach to convene local and national stakeholders who contributed to the overall achievement of the high school students in each city. We also organized “instructional rounds,” modeled after doctors’ medical rounds, to help stakeholders share best practices. The program benefited more than 12,000 students in 10 pilot high schools in Miami-Dade County, Philadelphia and San Francisco. A 2009–2012 external evaluation found that PSC schools showed an overall increase of 12% in college enrollment and a 16% increase in persistence compared to a 4% increase in college enrollment and a 5% increase in persistence in the school districts overall. Furthermore, in the seven schools that were considered “strong implementers,” college enrollment for

African-American and Latino students increased by 39% compared to 4% among students of color in the districts. Schools demonstrating strong implementation of PSC also saw an increase of 26% in college persistence compared to 5% for the district overall.

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

As described in our Project Design below, we are applying evidence-based interventions to meet the needs of the students we serve. Our Schools 360 framework recognizes that for academics to improve, schools must successfully develop students’ non-cognitive skills and ensure they have access to the critical personal factors (internal assets) and social or ecological factors (external assets) associated with positive development outcomes (Benson et al., 2011). Built into the program are resources and supports that schools and networks can implement to ensure that youth “develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities” (Nagaoka et al., 2015).

Our *Indicators for Success* approach — a key activity within our community schools model — is informed by research conducted by Dr. Robert Balfanz and his team at Johns Hopkins University. They found that at-risk students can be identified as early as the sixth grade through four EWIs: (1) attending school less than 80% of the time; (2) receiving a poor final behavior grade in two or more courses; (3) failing math; and (4) failing English language arts (Balfanz et al., 2007). Balfanz and his colleagues found that the earlier students are identified as having problems in any one of these indicators and are provided with supports to address their needs, the greater the likelihood of their future success in high school and beyond (Balfanz et al., 2007).

Evidence for Screening All Students

As part of our process, schools design three tiers of support that reflect a Response to Intervention (RTI) public health approach of prevention and intervention (Fuchs et al., 2003; Fuchs & Fuchs, 2006). RTI is an early detection, prevention and support system that identifies struggling students and assists them before they fall behind. A key part of the RTI approach that we use in our Schools 360 model is universal screening for all students and tiered supports and interventions to support students in staying on track to success.

Screening will follow the IES Practice Guide, *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*, Recommendation 1, “Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk” found in What Works Clearinghouse (WWC) (Gersten, et al., 2009, p.13). Recommendation 1 meets WWC moderate level of evidence based on multiple high-quality correlational studies using measures with high validity and reliability to predict mathematics performance one to two years following administration. Results showed statistically significant and positive impacts on mathematics outcomes. As in our proposed schools, these studies included at-risk students in elementary and middle schools. Specifically, our proposed project will follow the recommendation’s checklist of four items to:

1. Evaluate potential screening measures
2. Select screening measures based on content
3. In grades 4–8, use screening in combination with state testing results
4. Use the same screening tool.

To support the community-wide community school model, all schools in Hempstead Union Free School District will use the same screening tool to enable analyzing results across

schools. Screening will occur both in the beginning and the middle of the year, and the team will select measures that are efficient and reasonably reliable and that demonstrate predictive validity. In grades 4–8, academic screening data will be used in combination with state testing results.

Following screening, students will receive different levels of supports based on their needs across three tiers:

- Tier 1: Whole-school (or whole-grade) preventative measures help to keep approximately 70% to 80% of middle grades students on track to high school graduation.
- Tier 2: Targeted interventions are for the approximately 10% to 20% of students who require more specific or customized supports.
- Tier 3: Intensive interventions are aimed at approximately 5% to 10% of students who need more concentrated, individualized supports.

While Tier 1 seeks to keep as many students as possible on track, screening allows for early detection of difficulties and challenges if they emerge. Intensive interventions are then provided to support students to get them back on track (Gersten et. al, 2009). Student responses to intervention are measured to determine whether they have made adequate progress and (1) no longer need intervention, (2) continue to need some intervention, or (3) need more intensive intervention (Gersten et. al, 2009).

Evidence for Success Mentors

While work will be done to support students in all four indicator areas, particular focus will be given to improving student attendance and reducing chronic absenteeism. While we have several supports and interventions to address the root causes of students' absences, our primary intervention will be to pair students with success mentors following the NYC Success Mentor model, a citywide quasi-experimental study of the NYC Success Mentors which followed 10,000

at-risk students across 146 elementary, middle, and high schools in New York City (Balfanz & Byrnes, 2013). This study would meet the WWC moderate levels of evidence following a quasi-experimental design using two counterfactuals: 1) an interrupted time-series model showing effects before and after implementation and 2) a matched control group of schools who did not receive the Success Mentor intervention. Results showed statistically significant and positive effects on improving attendance rates for chronically absent students: New York City students who were previously chronically absent who were assigned Success Mentors gained nearly two weeks of school per year compared to previously chronically absent students without mentors. Furthermore, this study would meet WWC moderate levels of evidence due to its large sample size, multi-site study, and overlapping population with our proposed Hempstead Schools 360 schools.

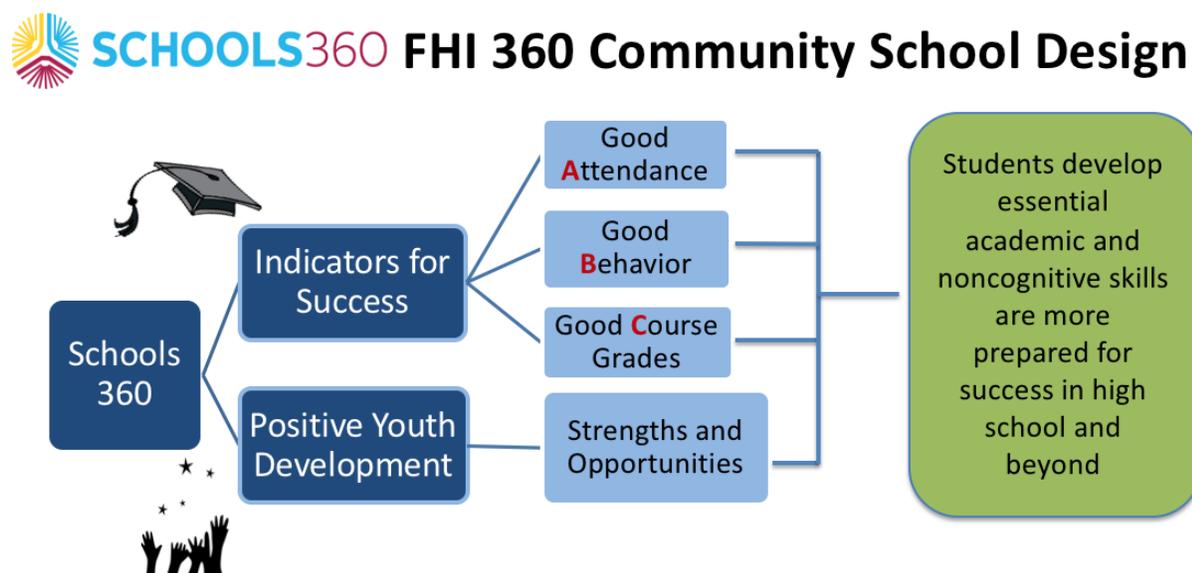
Additional information about the evidence base can be found in the Evidence form in this application package.

PROJECT DESIGN

Our Hempstead Schools 360 Full-Service Community School model is designed to meet the needs of students and families in the Hempstead Union Free School District, specifically those enrolled at ABGS Middle School and David Paterson Elementary School. FHI 360 is proposing a partnership between these two schools, building on the foundation established, lessons learned, and practices through our work at ABGS Community School during the 2018–2019 school year. FHI 360 has worked closely with the district to successfully establish the systems, structures, and supports at the ABGS Community School and for the families of ABGS students that will help to develop our young people’s noncognitive skills, social-emotional competencies and academic proficiencies. The district has established a community school model at the middle school and high school, but the current funding stream is coming to an end. The proposed project seeks to deepen the work at ABGS Middle School and bring the community school model to David Paterson Elementary, thereby creating a community school pipeline in the district that supports students from early childhood to adolescence and provides the basis for a district-wide community schools solution.

Our program design is based on Schools 360, FHI 360’s integrated school development model that reframes the primary role of the school as ensuring the healthy development of students — with an equal focus on academic, social-emotional and physical development.

Figure 1: Schools 360 Framework: FHI 360's Community Schools Model



Schools 360 implements research-based supports to improve outcomes for all students by nurturing their academic and noncognitive development. Key components include a positive youth development (PYD) approach that builds students' strengths and assets and the *Indicators for Success*, FHI 360's dropout prevention framework that incorporates an EWI system and helps educators match students with tiered supports and interventions to keep all students on track for success.

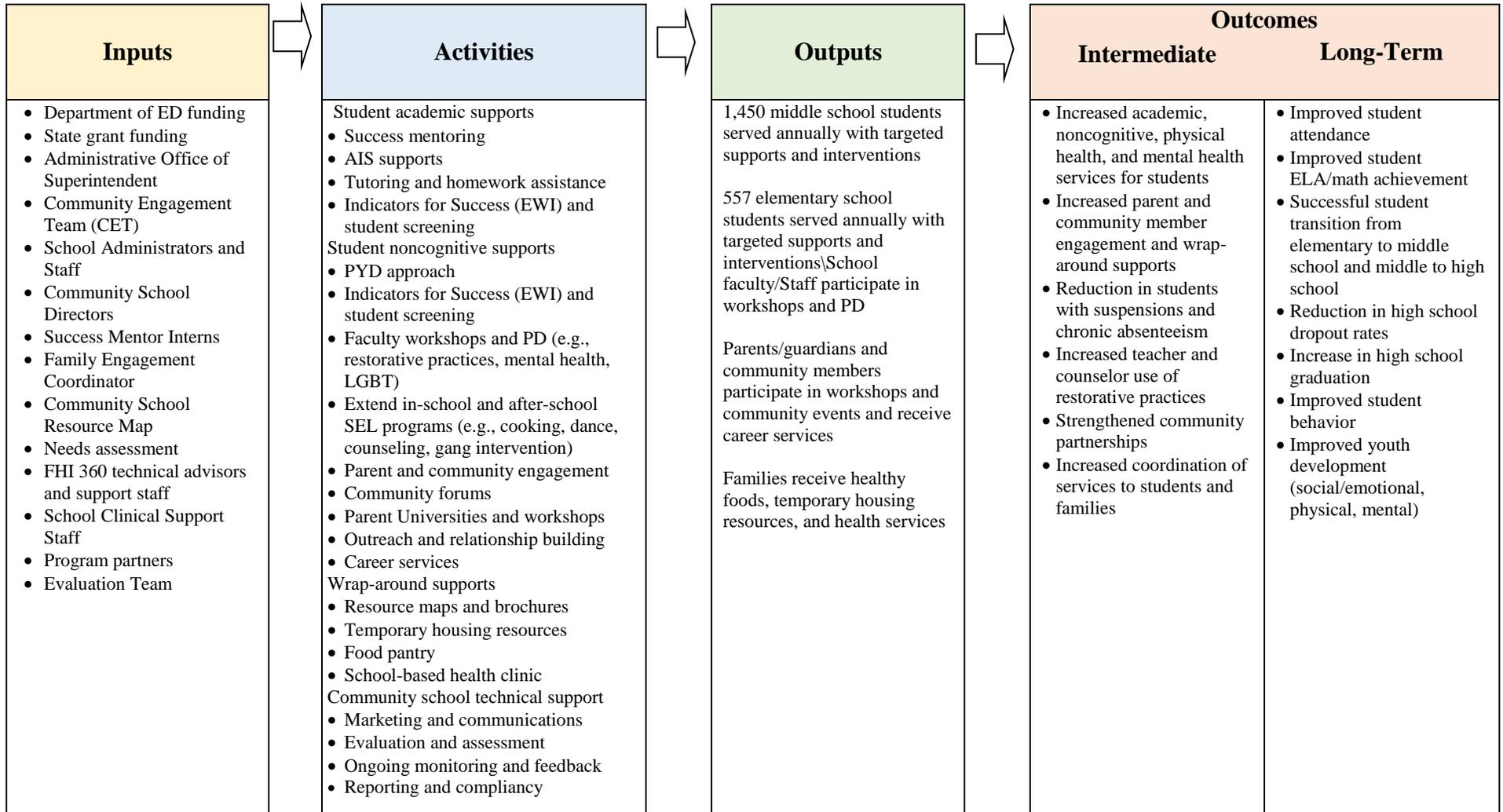
Research indicates that a child's sense of identity and self-esteem has a strong social and emotional foundation, and the developmental supports they receive — from early childhood to early adolescence — can have powerful impacts on their development of these key competencies. Children who are emotionally and mentally healthy tend to be happier, show greater motivation to learn, have more positive attitudes toward school, are more eager to participate in class activities, and demonstrate higher academic performance than less mentally healthy peers (Hyson, 2004; Kostelnik et al., 2015). Conversely, children who exhibit social and emotional difficulties tend to have trouble following directions and participating in learning activities.

Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school and be suspended (Hyson, 2004; Kostelnik et al., 2015). A full-service community school includes an integrated set of solutions that unifies academic development with social-emotional growth. In this way, schools begin to think more like youth organizations, incorporating a strengths-based, PYD approach into and beyond the school day.

Hempstead Schools 360 goals, objectives, and outcomes are clearly specified and measurable

The Hempstead Schools 360 Full-Service Community School logic model shows that when schools establish healthy collaborative partnerships that build students' academic and noncognitive supports (through the *Indicators for Success* and a school-wide focus on PYD), increase parent and community engagement, and provide wrap-around supports for students and families, students are more likely to engage in positive behaviors, come to school often, experience academic success, and stay in school through high school graduation.

Figure 2: Hempstead Schools 360 Logic Model



As such, effective implementation of Schools 360 requires close collaboration between schools, families, and the community. Much work is done to establish strong partnerships with organizations that can expand and deepen supports and services to students and their families to help strengthen student development and progress. This approach provides a web of supports to ensure that students get what they need to thrive. Each community school team facilitates collaboration and works to connect the school and families to the larger community.

With a Community School Director (CSD) at its helm, the community school team collaborates with school and district staff to identify programs, services, interventions and supports to address the social-emotional, physical and mental health needs of students, families and the school community. Gomez and Ang (2009) view community schools as building on the understanding that both academic and nonacademic competencies are important and related to long-range learning outcomes. Community schools are also seen as providing “a powerful and supportive learning environment with an impact far greater than the sum of its parts — offering students of all ages the opportunity to reach their full potential, as individuals and as contributing members of their communities” (Blank et al., 2003). In providing additional resources, community schools reduce the demands on school staff, provide opportunities to develop academic and nonacademic competencies, and build social capital through supportive learning networks and relationships that create opportunities for young people.

The community school would thus help to address the key school goal of raising student achievement by:

- (1) Ensuring the physical, social and emotional wellbeing of all students so they are prepared to learn

(2) Extending the school's current after-school programs and external partner program offerings so more students can receive services

(3) Becoming a neighborhood hub, providing wrap-around services and supports to address healthcare, food, mental health and other critical needs of families and the community

To ensure that community school efforts were aligned to identified needs and concerns, a needs assessment was conducted with school and community stakeholders while the CSD worked hand in hand with the leadership, faculty and staff at ABGS Middle School.

Use of data is an important element in ensuring close alignment between identified needs and the resources provided to address them. A critical start to the work is the completion of a comprehensive needs assessment by program staff based on focus group, interview and survey data, which is used to identify the needs and concerns of stakeholders, including students, teacher, school support staff and parents. The corresponding report identifies perceived areas of strength and areas for improvement. School demographic and state test data also create a context for the development of programs, services and supports. Sharing and discussing data on an ongoing basis is a major element in helping to create a shared vision of student and family success based on mutual understanding of the issues that must be addressed to reduce barriers and build ongoing momentum toward success.

At the beginning of each year, the community school team helps to set up systems and structures around our *Indicators for Success* framework where teacher teams can use data to identify whether students are on track according to four research-based indicators for success: attendance, behavior, and ELA and math class grades (Bruce et al., 2011). Essential to this approach is a commitment to reimagining a set of universal, proactive whole-school supports that nurture students' habits, mindsets and skills in these four key areas. As teacher teams engage in a

district-based screening protocol to identify students who are off-track in any of the four indicator areas, they must quickly match them with tiered interventions. In this system, Tier 1 supports are proactive, universal supports that all students receive Tier 2 interventions are targeted to small groups of students struggling with the same challenges; and Tier 3 interventions are intensive, one-on-one supports. Through a data-driven process, teachers identify and intervene with students at risk of dropping out of school, while also nurturing college and career readiness among all students (AIR, 2017).

In high-needs schools like ABGS and David Paterson, initial data analysis often shows large percentages of students being off-track in at least one indicator area. To maximize impact, we believe in the importance of reimagining Tier 1 supports so schools can do a better job of keeping more students on track to success. FHI 360's community school model reimagines Tier 1 by integrating a PYD framework into the design of the school day. PYD has been found to decrease the occurrence and severity of problem behaviors in adolescents (e.g., risk taking, poor conduct, disengagement from school, stress) by helping students to adopt a range of healthy behaviors that support their successful transition to high school, postsecondary education and careers, and adulthood.

While PYD has traditionally been a field dedicated to youth programs that occur outside of the school day, PYD is critical in schools since they are the contexts where young people spend the largest amount of their time outside the home (McNeely & Blanchard, 2009). To support the healthy development of youth, schools help ensure that students have the opportunity to develop positive relationships with caring adults; live and work within a safe and inclusive environment; experience a sense of belonging and connection; are truly engaged in and inspired by learning; master relevant knowledge and skills; see oneself as an active participant in the future;

develop a sense of independence; and value and practice service for others (Lerner, 2005). These elements of PYD help young people develop the strengths and resiliency to navigate adversity and challenge and make good choices.

However, evidence shows that no matter how effective your Tier 1 supports, you will still need targeted and intensive interventions to support some students. To address the needs of chronically absent and severely chronically absent students in our partner schools, Hempstead Schools 360 is proposing to roll out a wide-scale success mentor program in both ABGS and David Paterson. A success mentor is a person who works with chronically absent and severely chronically absent students to address the barriers that prevent them from coming to school. Success Mentors have been shown to effectively support chronically absent and severely chronically absent students and help them significantly improve their school attendance. Improving student attendance is a core focus of our work, as good attendance is critical to student and school success.

Our success mentors will be college and graduate school students who are interested in careers in education, youth development, nursing, social work and other career paths where they want to work with children or help better their community. To support this success mentor program, we are proposing to partner with local colleges and universities to identify interns who will serve as our student success mentors. Thus, this partnership will not only benefit our K–8 students, it will also build the capacity of our young adults in the community by giving them relevant and challenging job experiences. These success mentors will have a schedule that brings them to the school three times per week to work with their mentees, encouraging, motivating and problem solving with them to remove any barriers that exist.

Hempstead Schools 360 will also expand and deepen services to address some of the specific challenges experienced by families in both school communities. Hempstead Schools 360 recognizes that to level the playing field and set our young people up for success, community schools must provide essential wrap-around services that ensure that students and their families are able to experience consistency and safety in their daily lives. While ensuring a stable home is not the traditional responsibility of a school, full-service community schools recognize that family residential stability is highly correlated with educational success while, conversely, homelessness contributes to poor educational outcomes for children and youth (Rafferty et al, 2004). Similarly, absenteeism and school mobility are higher among homeless children, and both negatively affect school success.

Research confirms that homelessness also impacts academic achievement as homeless children's reading, spelling, and mathematics scores are more often below grade level (Grant et al., 2013). As a result, the expanded services that Hempstead Schools 360 is proposing as part of this Full-Service Community Schools grant will facilitate families getting the services they need including temporary housing; support the opening of a food pantry in each of our schools to service the needs of that school community; and coordinate regular health, vision, dental and mental health clinics that will be established at both schools.

The FHI 360 community school team has built a strong foundation at ABGS middle school during our first year of partnership. We conducted a thorough community school needs assessment to identify school strengths, needs, interests, and challenges as perceived by different constituents. The community school team also spearheaded the creation of a Community School Resource Map to organize and describe all the in-school and out-of-school support services available to address the needs of ABGS students, their parents and community members. The

team used this resource during EWI meetings, where a few teacher teams have begun to use protocols to screen students according to the four indicators and identify students who are at risk or off track in any of the areas. Once students are identified, the group works to determine the root cause of their being off-track, so they can match them with appropriate interventions and supports. While this work has begun on a limited basis during this academic year, this will be a core focus of the work moving forward, should we receive the Full-Service Community Schools Program grant.

The CSD has acted as a true community builder, supporting the mission and vision of the principal, while also serving as a champion and advocate for the larger community. She made great progress in improving the quality and variety of partnerships to better meet the needs of students, and she made sure that parents and families were aware of these opportunities. She also planned learning and professional development opportunities for parents as well as for faculty and staff. For a full description of services, see page 39 of this proposal.

The FHI 360 community school team will work collaboratively to ensure that all ABGS and David Paterson students develop the knowledge, skills, mindsets, and habits to succeed at school and in life. We have established objectives and performance measures to track progress toward program goals (see Table 1). Goals 1 to 3 focus on improving student academic achievement, attendance and behavior. Goal 4 focuses on matching students to the services and resources they need to help them be successful and healthy.

Our outcomes are based on: (1) our experience successfully implementing the Full-Service Community School at ABGS (and other community schools we have worked with that have similar demographics); (2) the number and percentage of students living within the school

district boundaries that qualify for free and reduced lunch (91%), and (3) the ABGS needs assessment highlighting gaps and weaknesses in services to students and families.

Table 1: Program Goals, Objectives and Performance Measures

Goal 1: To improve student academic performance at ABGS and David Paterson		
Objectives	Baseline Data²	Outcomes Performance Measures
<p>ABGS M.S. Objective 1.1</p> <p>20% increase in students scoring proficient in ELA over five years</p>	<p>2017–18 Baseline: <i>Overall proficiency (ESSA): 20%</i> <i>Overall proficiency in: 2018 ELA state assessment: 20%</i> <i>2017 ELA state assessment: 10%</i></p>	<p>PM 1.1.1: Overall school proficiency - ELA state test scores PM 1.1.2: #/% at proficient or above in ELA on NY state assessments</p>
<p>ABGS M.S. Objective 1.2</p> <p>20% increase in students scoring proficient in math over five years</p>	<p>2017–18 Baseline: <i>Overall proficiency (ESSA): 19%</i> <i>Overall proficiency in: 2018 math state assessment: 10%</i> <i>2017 math state assessment: 6%</i></p>	<p>PM 1.2.1: Overall school proficiency - Math state test scores PM 1.2.2: #/% at proficient or above in math on NY state assessments</p>
<p>David Paterson E.S. Objective 1.3</p> <p>15% increase in grades 3–5 students scoring proficient in ELA over 5 years</p>	<p>2017–18 Baseline: <i>Overall proficiency (ESSA): 39%</i> <i>Below proficient: 61%</i> <i>Overall proficiency in: 2018 ELA state assessment: 39%</i> <i>2017 ELA state assessment: 21%</i></p>	<p>PM 1.3.1: Overall school proficiency - ELA state test scores for grades 3-5 PM 1.3.2: #/% at proficient or above in ELA on the NY state assessment in grades 3-5</p>
<p>David Paterson E.S. Objective 1.4</p> <p>20% increase in grades 3–5 students scoring proficient in math over five years</p>	<p>2017–18 Baseline: <i>Overall proficiency (ESSA) 25%</i> <i>Overall proficiency in: 2018 math state assessment: 25%</i> <i>2017 math state assessment: 27%</i> (Source: data.nysed.gov)</p>	<p>PM 1.4.1: Overall school proficiency - Math state test scores for grades 3-5 PM 1.4.2: #/% at proficient or above in math on the NY state assessment in grades 3, 4 and 5</p>

² Unless noted, baseline data is from spring 2018. Source: data.nysed.gov.

Goal 2: To improve overall student attendance in all grades at ABGS and David Paterson		
Objectives	Baseline Data³	Outcomes Performance Measures
<p>ABGS M.S. Objective 2.1</p> <p>4% increase in overall attendance (school/grade) over 5 years</p> <p>3% decrease in chronic absenteeism</p>	<p>Baseline: <i>YTD overall attendance: 88%</i> <i>Grade 6 - 91%</i> <i>Grade 7 - 89%</i> <i>Grade 8 - 85%</i></p> <p><i>(Source: PowerSchool)</i></p>	<p>PM 2.1.1: #/% of grade 8 students who transition to high school</p> <p>PM 2.1.2: Overall school attendance rate</p> <p>PM 2.1.3: #/% of students who are chronically absent and severely chronically absent</p>
<p>David Paterson E.S. Objective 2.2</p> <p>3% increase in overall attendance (by school and by grade) over five years</p> <p>3% decrease in chronic absenteeism</p>	<p>Baseline:⁴ <i>YTD overall attendance: 90.3%</i> <i>Grade 1 - 89%</i> <i>Grade 2 - 91%</i> <i>Grade 3 - 92%</i> <i>Grade 4 - 90%</i> <i>Grade 5 - 91%</i></p> <p><i>(Source: PowerSchool)</i></p>	<p>PM 2.2.1: Overall school attendance rate</p> <p>PM 2.2.2: #/% of students who are chronically absent and severely chronically absent</p>
Goal 3: To improve student behavior at ABGS and David Paterson		
Objectives	Baseline Data⁵	Outcomes Performance Measures
<p>ABGS M.S. Objective 3.1</p> <p>3% decrease in the number of suspensions and reported incidents each year</p>	<p>Baseline: <i>YTD: 2018-19:</i> <i>110 out-of-school suspensions</i></p> <p><i>2017-18 incidents:</i> <i>Assault-physical injury: 5</i> <i>Weapons possession (security check): 3</i> <i>Weapons possession (other): 2</i> <i>Harassment/discrimination/bullying: 5</i> <i>Drugs-use/sale/possession: 2</i></p> <p><i>(Source: NY State SSEC; School Safety and the Educational Climate (SSEC))</i></p>	<p>PM 3.1.1: #/% decrease in overall number of students with suspensions</p> <p>PM 3.1.2: #/% decrease in the number of reported incidents</p>
<p>ABGS. M.S. Objective 3.2</p> <p>15% increase in students feeling safe and secure at school over five years</p>	<p>Baseline: <i>YTD: 201819:</i> <i>Students felt safe: 52%</i> <i>Positive interaction with peers: 54%</i></p>	<p>PM 3.2.1#/% of students who report having an adult to talk to about concerns</p> <p>PM 3.2.2: #/% of students who feel students respect each other</p>

³ Source: ABGS M.S. attendance office

⁴ Source: David Paterson E.S. attendance office

⁵ Source: ABGS and David Paterson principals and the FHI 360 Needs Assessment for ABGS Middle School

	(Source: ABGS Needs Assessment data)	PM 3.2.3: #/% of students who feel school is a safe place
David Paterson E.S. Objective 3.3 3% decrease in the number of suspensions and reported incidents each year	Baseline: YTD 2018–19: 40 suspensions 2017–18: 20 suspensions 2017-18: 4 Bullying incidents: 4 (Source: NY State SSEC; NYSED)	PM 3.3.1: #/% decrease in overall number of students with suspensions PM 3.3.2: #/% decrease in overall number of reported incidents
David Paterson E.S. Objective 3.4 % increase in the number of students feeling safe and secure at school over five years	Baseline: As FHI 360 has not yet worked with Paterson, a thorough needs assessment has not yet been done. The principal reports that a large number of student conflicts occur.	PM 3.4.1: #/% of students who report having an adult to talk to about concerns (from program needs assessment) PM 3.4.2: #/% of students who feel students respect each other (from program needs assessment) PM 3.4.3: #/% of students who feel school is a safe place (from program needs assessment)
Goal 4: To expand resources to address students’ academic, social/emotional, physical, health and mental health needs by establishing and expanding key resources		
Objectives	Baseline Data⁶	Outcomes Performance Measures
ABGS M.S Objective 4.1 5% increase in students receiving services each year	Baseline: YTD: 2018–19: 24% of students receiving services from after-school providers or external providers. (Source: ABGS Community School)	PM 4.1.1: #/% increase in students receiving services from after-school providers PM 4.1.2: #/% increase in students receiving services from external providers PM 4.1.3: #/% increase in students receiving in-school services
David Paterson E.S. Objective 4.2 5% increase in students receiving services each year	Baseline: As FHI 360 has not yet worked with Paterson. This data is not currently being tracked.	PM 4.1.1: #/% increase in students receiving services from after-school providers PM 4.1.2: #/% increase in students receiving services from external providers

⁶ Source: ABGS CSD.

Goal 5: To increase the number of families referred to services		
Objectives	Baseline Data⁷	Outcomes Performance Measures
ABGS M.S Objective 5.1 % increase in families using Hempstead Schools 360 Services	Baseline: <i>We will establish the benchmarks during the first year of the program.</i> <i>Data will be collected through program records and through parent surveys.</i>	PM 5.1.1: # of programs for family members PM 5.1.2: #/% of families who participate in programs PM 5.1.3: #/% of families who used referral services (and wrap-around supports)
David Paterson E.S. Objective 5.2 % increase in families using Hempstead Schools 360 Services	Baseline: <i>As FHI 360 has not yet worked with Paterson, this data is not currently being tracked.</i>	PM 5.2.1: # of programs for family members PM 5.2.2: #/% of families who participate in programs PM 5.2.3: #/% of families who used referral services (and wrap-around supports)

Hempstead Schools 360 will address the needs of ABGS Middle School, David Paterson Elementary School, and the greater Hempstead Community

The Hempstead Schools 360 program will be customized to the specific needs of the school and district community. It is a data-driven initiative that uses an inquiry process for continual improvement over the five years of the grant period. The first set of baseline data we obtained was through a needs assessment conducted at ABGS Middle School. From spring 2018 to spring 2019, FHI 360’s community school team reviewed the schools’ Receivership and Comprehensive Education Plans, state assessments and community level data; conducted focus groups with community partners, student support staff, teachers, parents and students; interviewed community partners; and administered student, teacher and parent surveys. From this comprehensive needs assessment, we identified the challenge areas and gaps in programs and services to be addressed in our Full-Service Community Schools program design. Since we have

⁷Source: ABGS CSD.

not yet worked directly with David Paterson Elementary School, we have relied on data provided by the principal and through data obtained from local and state sources.

Supporting High-Needs Students and Low-Performing Schools

The Hempstead Union Free School District serves primarily high-needs students. ED defines high-needs students as “students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.”⁸ The two schools included in the Hempstead Schools 360 proposal — ABGS Middle School and David Paterson Elementary School — are both considered low-performing schools. Low-performing schools are defined by ED as, schools that are in the bottom 10 percent of performance in the State, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates.⁹ In the section that follows, we will illustrate the demographic make-up and student profile for the district as a whole as well as for each of the two schools in this initiative.

Hempstead Union Free School District Demographics: Identified Needs and Challenges

The demographic profile of the Hempstead Union Free School District reflects Long Island’s history of racial division and segregation. The population of the Hempstead Union Free School District is primarily Latino (47%) and black (43%), with white (7%), Asian (1%) and students who associate with two or more races (1%) making up the minority. It is designated as a high poverty district, which means, as defined by the National Center for Education

⁸ USDOE definitions obtained from: <https://www.ed.gov/race-top/district-competition/definitions>.

⁹ USDOE definitions obtained from: <https://www.ed.gov/race-top/district-competition/definitions>.

Statistics, more than 75 percent of the students are eligible for free or reduced-price lunch (FRPL). According to U.S Census data (2017), per capita income in the Hempstead Union Free School District is below the state and national average, with the effects of poverty affecting families at twice the rate for New York State and the nation as a whole. With an average income of \$21,722, many black and Hispanic families fall below the 2016 federal poverty threshold (Koball and Jiang, 2018). Three-quarters of the district’s youth under 18 years live in poverty, and the majority (87%) are considered economically disadvantaged. Over 2,300 (30%) of students in the district are homeless (New York State Education Data, 2017–2018).

Table 2: Economic Snapshot of Hempstead Union Free School District, 2017

Indicator	Nation	New York State	Nassau County	Hempstead Union Free School District
Per capita income	\$31,177	\$35,752	\$41,387	\$21,722
Families below poverty line	11%	11%		22%
Under 18 years below poverty line	20%	21%		34%
Households with SNAP benefits	13%	15%		24%

Source: American Community Survey data, https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_5YR_DP03&src=pt

Research shows that children living in low-income families tend to live with more insecurity and health problems because of their personal circumstances; are often more likely than other children to have moved in the past year; are nearly three times as likely to live in families who rent, rather than own, a home; and have a higher probability of living without health insurance coverage (Schwartz, 2009). This data has led our Hempstead Schools 360 project design to include a strong focus on wrap-around supports and services that include a school-based food pantry and health clinics, and access to supports and services for temporary housing and other critical needs to bring safety and stability to our families.

Poverty and a students' race/ethnicity are also strong predictors of failure to graduate (Borman & Dowling, 2010). New York State Graduation Rate Data reveals that high school graduation rates for Hempstead Union Free School District (44% in 2016 and 37% in 2017) have remained persistently low compared to state averages (80%) in the same years. A rising school dropout rate (15% in 2016 and 21% in 2017) also compares unfavorably against the more stable New York state dropout rates (6% in 2016 and 2017).

The integrated supports provided in the program design of Hempstead Schools 360 ensure that the baseline services of our Full-Service Community Schools help keep students on track according to the research-based indicators for success: attendance, behavior, and class grades in ELA and math. Students' status on these indicators are shown to be more predictive than race or socio-economic status of on-time high school graduation (Corrin et al., 2016; Heppen & Therriault, 2008). Essential to this approach is a commitment to implementing universal, proactive whole-school supports that nurture students' habits, mindsets and skills in these four key areas, ensuring that students who are at risk or falling off track are quickly matched with appropriate interventions. The process is designed to identify and intervene with students at-risk of dropping out of school, while also nurturing college and career readiness among all students.

The population of the Hempstead Union Free School District is primarily Latino (47%) and black (43%). In recent years, the district has seen demographic changes with a growing immigrant population (42%) requiring services and supports. The growth of Spanish-speaking and other immigrant populations in high poverty neighborhoods has also led to a significant increase in the number of English Language Learner (ELL) students attending schools in districts such as the Hempstead Union Free School District. Thus, Hempstead Schools 360 is committed to ensuring that increased ELLs services are provided through our targeted supports and interventions.

Table 3: Demographic Snapshot of Hempstead Union Free School District

2010 Census Population	Number	Percentage of Total
Total Population	44,278	100%
Hispanic or Latino	20,679	47%
Black or African American	19,226	43%
White	2,884	7%
Two or more races	617	1%
Asian	616	1%
Some other race	169	0%
American Indian or Alaska Native	75	0%
Native Hawaiian and other Pacific Islander	12	0%
2013-2017 5-Year Estimated Population	Number	Percent
Total Population	45,105	100%
Native	26,385	58%
Foreign born	18,720	42%

Source: U.S Census Bureau, retrieved from <https://factfinder.census.gov>

Research indicates that more than 75% of children whose parents have less than a high school education tend to live in low-income or poor families (Koball & Jiang, 2018). Thus, Hempstead Schools 360 is committed to ensuring that this generation of students graduate high school with the knowledge and skills to succeed in a wide-variety of postsecondary options.

Despite sizable investments in education on Long Island, differences in pupil funding persist. Differences are often based on the fact that low income communities have a lower tax revenue base for funding education (e.g., lower residential and commercial property values). As a result, while spending per pupil is \$26,000 in high income schools, it hovers around \$18,000 in low income schools such as Hempstead. Not surprisingly, such variances in educational funding are also reflected in the resources and supports available to schools. A Hofstra University study by Mangino and Silver in 2015 identified that schools in the poorest communities have larger numbers of students, less resources, poorer facilities, and fewer certified teachers, computers,

educational tools and specialized classes such as art and music than schools in more affluent districts. To counteract this reality, increased funding through this Full-Service Community School grant could help level the playing field for both ABGS Middle School and David Paterson Elementary School and provide much needed supports and resources to students and their families.

ABGS Middle School and Patterson Elementary School: Identified Needs and Challenges

In our Full-Service Community School program, Hempstead Schools 360, we plan to address broader community concerns in the Hempstead Union Free School District by bolstering and expanding programs and services at our ABGS Community School while extending similar supports to David Paterson Elementary School. We will use our experience and lessons learned in bridging our common needs and concerns.

ABGS Middle School and David Paterson Elementary School

The two schools selected to participate in the grant — ABGS Middle School and David Paterson Elementary School — have both shown a commitment to students’ holistic development and have provided a range of community school services and supports as defined in ED’s request for applications (including integrated student supports, remediation, youth development, and family and community engagement). They have also expressed the need to take their approach to the next level as they are both struggling with similar issues and challenges based on their student and community populations.

Large percentages of students at ABGS (90%) and David Paterson (91%) receive free/reduced lunch and their reliance on Title I funding is characteristic of schools in the top 19% tier of high poverty schools in Long Island. In addition, both schools serve primarily minority students. ABGS currently serves 1,452 students, 70% of whom are Hispanic, 24% are black, and 4% are white. The majority of ABGS students are economically disadvantaged (90%). Of David

Paterson’s current population of 557 K–5 students, 96% are black and Hispanic. David Paterson is among the top 20% of schools with the largest percentage of students eligible for free lunch. Student populations are growing at both schools. David Paterson’s student enrollment continues to rise, while the number of teachers has declined, leaving the school with a ratio of 20:1, as compared to the New York state average of 14:1.

Table 4: School Demographic Data, 2018

Indicator	Hempstead School	
	David Paterson Elementary School	ABGS Middle School
Grades	Grades 1–5	Grades 6–8
Enrollment	557	1,452
Title I	Yes	Yes
Minority students (as % of total students)	97%	96%
Black	38%	27%
Hispanic	57%	68%
Other	2%	1%
Eligible for Free/Reduced Lunch (% of students)	79%	68%
English Language Learners (% of students)	21%	32%
Homeless (% of students)	27.5%	23%

Sources: <https://nces.ed.gov/ccd/schoolsearch/>; <https://data.nysed.gov/essa.php?year=2018&state=yes>

According to data collected from our needs assessment at ABGS Middle School and through state data sources, financial hardships leave many families at these two schools with inadequate supports and resources to address their daily needs and long-term security. Food insecurity, constant relocation and instability have resulted in students’ trauma, stress and social-emotional struggles at home and at school. In addition, gang violence, drug use and road safety issues have added to student stresses and tended to cause problems with school attendance. Many students at both ABGS and David Paterson are homeless and live in shelters or temporary

housing (22% and 29% of each school, respectively). Many also lack proper nutrition and rely on their school meals as their most consistent food source.

To address these challenges, Hempstead Schools 360 will enhance the scale and scope of programs and services and the accessibility of students, families and the community to such resources at both partner schools. We will use our Hempstead Schools 360 model to build David Paterson's capacity to deal with similar issues affecting its students' social-emotional development and academic achievement. We will provide community supports to services as well as inform and educate the school community, so they recognize the need to utilize available resources to nurture their hopes and self-resilience. Providing community supports that build self-sufficiency in students and communities so they are empowered to not only utilize them but also promote others' awareness of these supports can help them build a sense of ownership and control over their lives.

Our work at ABGS has begun assessing and responding to these issues by providing increased access to community support services. A Resource Map of in-school and out-of-school supportive resources was disseminated to support the social-emotional and physical health, as well as the academic needs and development of students, parents and the school community. We identified interventions and supports to address attendance and other EWI indicators, while assistance was extended to the school's attendance office with documentation of school attendance data. We would expand these resources and others to include the needs of David Paterson. At the same time, counseling and gang intervention services were provided for students. Internal and external community school-led partnership meetings were geared toward developing efficient services, while external community partners provided professional development to school clinical staff and security personnel in support of creating safer spaces for students and improving

intervention methods. The community school team also supported the work of school-based and offsite guidance personnel by identifying students in need of interventions, programs and supports, and by providing oversight of case management. Still, the magnitude of the issues affecting students in this school community requires that much more be done to build students' academic performance and their social-emotional wellbeing.

In addition, limited family involvement in education was identified as a barrier to student academic achievement. A sizeable number of parents at both ABGS and David Paterson have limited academic completion, making it difficult for them to assist their children with homework. Furthermore, parents often do not attend special education referral meetings once students are identified as struggling in school. Parents are also less likely to attend parent teacher conferences, special education committee meetings, and/or behavioral mediation meetings. On average, only 10% of parents currently attend various initiatives at David Paterson. Therefore, Hempstead Schools 360 is committed to developing strong family relationships, and ensuring that the school is inviting, accepting and empowering all families and provides supports and services to help parents advocate for their children. We will provide increased opportunities for families to become involved and engaged in school-wide learning experiences related to their child's academic learning and develop new ways to keep parents informed about upcoming school initiatives (reducing language barriers for Spanish-speaking families). In addition, the community school will share resources and opportunities to enhance parental access to job-search, resume writing and career building to strengthen families financially and socially, helping to break the cycle of generational financial struggle in households.

Teacher feedback at both ABGS and David Paterson indicates a need for professional development and other supports to address areas for professional growth, including classroom

instruction, classroom management and student interaction. Teachers are interested in additional support for analysis of school data including formative and summative assessments to create action plans, adapt lessons, differentiate instruction and create responsive learning environments for students based on their ELA and math learning needs. Like teachers at ABGS, teachers at David Paterson would like support with improving/shifting instructional strategies presented by the International Baccalaureate (IB) framework and balancing Common Core Learning Standards and the IB (PYP) program framework. To provide more targeted intervention to suit individualized student needs, they are also seeking supports with differentiating instruction during the RTI block by providing the appropriate supports and interventions, based on the information gathered in their universal screening, in order to increase the number of students moving from Level 1 to Level 2, and Level 2 to level 3 on the NYS ELA and Math Assessments, and changes in core curriculum.

The principals of both ABGS and David Paterson are enthusiastic to adopt and personalize FHI 360's Full-Service Community School model to help address attendance issues, develop students' social emotional and noncognitive skills, nurture their physical and mental health and wellbeing, and ultimately support their academic success.

PROJECT SERVICES

As shown in our logic model, our theory of change is based on research indicating that an integrated approach to supporting students' academic and noncognitive development (that includes both proactive supports and responsive interventions), coupled with purposeful and targeted parent engagement and wrap-around services, will lead to better student outcomes. To put this logic model into action, Hempstead Schools 360 have identified key services and targeted implementation milestones. These are illustrated in Tables 5 and 6 on the following pages. The approach of Hempstead Schools 360 is cyclical, and each year's targeted supports and services builds upon the work of the previous year. Table 6 is a description of key benchmark activities, as they play out over the course of the grant.

Table 5: List of Current and Proposed Pipeline Services

Service	Status	Partners	Purpose	Potential Impact
Conducting an ongoing needs assessment	Completed: ABGS In progress: Paterson	FHI 360	<ul style="list-style-type: none"> • Supports the school's transformation • Builds greater community and communication among all stakeholders • Identifies school strengths and challenges • Defines resources needed to address students' academic, social, emotional and physical needs 	Provides baseline data and a roadmap for the work of the community school
Defining a primary role of the CSD: building relationships	In progress: ABGS Proposed: Paterson	FHI 360	<ul style="list-style-type: none"> • Serves as a connector and community builder • Engages in a wide variety of meetings, interactions and collaborations • Participates on the CET, student support team, and attendance team • Present and engaged in all school-wide and community-related events • Engages teachers to get their input and support, and to plan collaboratively to meet the needs of students 	Supports the principal's mission and vision and serves as a champion and advocate of the school community
Positive youth development and SEL	In progress: ABGS In progress: Paterson	Ramapo for Children The LGBT Network Empire FHI 360 GEAR UP grant	<ul style="list-style-type: none"> • Promote restorative practices to create inclusive environments that promote positive behavioral change, foster social and emotional skill development, and help support learning and personal growth • Develop a school culture that fosters support, understanding, and respect for LGBT youth, families, and educators • Group family counseling sessions for families in crisis or with children facing disciplinary consequences • College readiness & success services to entering 6th graders 	Build students strengths, social emotional competencies, and noncognitive skills

Service	Status	Partners	Purpose	Potential Impact
Marketing the community school	In progress: ABGS Proposed: Paterson	FHI 360	<ul style="list-style-type: none"> • Create materials introducing the community school and the CSD • Design banners, bulletin boards, etc. to celebrate the community school and keep the community abreast of events and happenings 	Create a shared vision of what that means to the school community
Mapping community resources for families	In progress: ABGS Proposed: Paterson	FHI 360	<ul style="list-style-type: none"> • Organize and describe all the in-school and out-of-school support services available • Bring in partners to fill gap areas • Create a brochure that features key community services and supports (such as medical services, food pantries, job readiness, adult education, housing services, mental health, etc. 	Connect parents and families to key resources in the community
Offering Wrap-around services	In progress: ABGS In progress: Paterson	LI Food Harvest (Feeding America) Food Pantry SBHC: Family Health Center (LI FQHC Inc.) Mental Health Association of Nassau County Peace Valley Haven Planned Parenthood Teen Center	<ul style="list-style-type: none"> • Establish partnership with organizations and agencies who provide wrap-around services to address family needs • Establish a focused initiative around creating a food pantry at both community schools • Establish a focused initiative around creating a health clinic (or clinics) for students and families • Nurse practitioners, supervising physicians and mental health providers provide primary care, clinical consultation and screening services, and make referrals for follow up • Workshops for staff and parents around mental health first aid and suicide prevention trainings • Case management services for homeless students • Push in supports for health class • Counseling provide by graduate level interns during the school day 	Take care of basic needs such as food, clothing, and shelter Provide services to help with the challenges of homelessness, healthcare, food access, etc.
Developing meaningful	In progress: ABGS	Empire After School program	<ul style="list-style-type: none"> • Increase enrollment in after school activities 	Provide students with interventions and enrichment

Service	Status	Partners	Purpose	Potential Impact
in-school, expanded learning time, and after-school activities	In progress: Paterson	Culture Play Hammer Math Girls Empowerment	<ul style="list-style-type: none"> • Ensure a range of after-school programs in all support categories <ul style="list-style-type: none"> ○ STEAM ○ Sports ○ Arts and culture ○ Academics ○ Youth development and SEL ○ Mentoring 	activities to keep them engaged in school
Implementing the Indicators for Success	Pilot: ABGS Proposed: Paterson	FHI 360 Hempstead	<ul style="list-style-type: none"> • Organize data so teacher teams can engage in a screening process to identify at risk students • Match at-risk students with appropriate interventions 	Reduce dropouts, and keep students on track to a successful transition to MS, HS and beyond
Providing tiered supports and interventions	Proposed: ABGS Proposed: Paterson (Several of these interventions are in place at both schools)	Empire My Brother's Keeper New York State Mentoring Program Nassau Community College Adelphi University Long Island University School Academic Services	<ul style="list-style-type: none"> • Identify supports for Tiers 1, 2 and 3 in each of the indicator areas • Reimagine Tier 1 supports (universal, proactive supports) • Enroll students in support services • Offer academic tutoring and mentoring • Facilitate a range of group counseling services • Provide referrals to individualized counseling • Roll out Success Mentoring Program to support chronically absent students • AIS provides targeted academic interventions during the school day • Saturday Academy provides enrichment supports for students who are proficient or close to proficient 	Improving students' attendance, behavior, and class grades in ELA and math
Providing workshops and PD	In progress: ABGS In progress: Paterson	Mental Health Association of Nassau County LGBT Network	<ul style="list-style-type: none"> • Offer a range of workshops and professional development opportunities for school faculty and staff, parents and families, and community leaders. 	Improve the ability of the adults in the community to support themselves and the young people they care for.

Service	Status	Partners	Purpose	Potential Impact
			<ul style="list-style-type: none"> • Faculty/staff: mental health first aid workshops; LGBT workshops; workshop and supports on positive youth development and nurturing the development of social-emotional learning competencies • Parents and families: Financial literacy workshops; job development and computer literacy trainings; a community health fair 	
Engaging parents	<p>In progress: ABGS</p> <p>In progress: Paterson</p>	<p>FHI 360</p> <p>E. Rubric for Parents (Joan Woodward)</p> <p>Ramapo for Children</p>	<ul style="list-style-type: none"> • Regular parent-school communication (newsletter / website) in English and Spanish • Seek parent involvement in all aspects of school activities • Interpreters at all school events • Parent-teacher conferences • Community resource fairs to connect parents to wrap-around services • Workshops to help parents support their child's attendance, academic achievement, behavior, and healthy development • Parent University • Coffee with the Principal • Adult education (evening) 	Develop a strong and positive social support system to improve the lives of families and children.

Table 6: Hempstead Schools 360 Timeline

Timeline	Activity	Outcome
Summer / Early Fall - 2019	<ul style="list-style-type: none"> Identify / hire CSD for David Paterson Identify / hire a Family Engagement Coordinator to work at both schools 	Staff the community school team
	<ul style="list-style-type: none"> Establish Community Engagement Team (CET) for David Paterson and set a CET schedule for David Paterson and ABGS 	Ensure collaboration across multiple stakeholder groups
Fall 2019	<ul style="list-style-type: none"> Needs assessment at David Paterson Ongoing data collection at ABGS Administer student surveys (grades 4-8) Administer parent and teacher surveys 	Establish baseline data including student perceptions
	<ul style="list-style-type: none"> Begin marketing, outreach, and relationship building 	Create a common vision for the community school
	<ul style="list-style-type: none"> Update resource map for both schools 	Connect families with key resources
	<ul style="list-style-type: none"> Work with PowerSchool to create EWI reports 	Create self-sustaining data systems and protocols
	<ul style="list-style-type: none"> Launch Success Mentor program at ABGS 	Match chronically absent students with success mentors to help them get on track
	<ul style="list-style-type: none"> Facilitate community meetings around food pantry and health clinic 	Create an action plan and timeline for these wrap-around services
	<ul style="list-style-type: none"> Begin family and community workshops and engagement activities 	Empower parents and nurture engagement
	<ul style="list-style-type: none"> Introduce SEL and PYD programs and services to staff, parents, and students 	Build students strengths, opportunities, and noncognitive skills
	Spring 2020	<ul style="list-style-type: none"> Establish pilot EWI teams to screen students and identify those in need of interventions
<ul style="list-style-type: none"> Launch Success Mentor program at David Paterson 		Match chronically absent students with success mentors to get them on track
<ul style="list-style-type: none"> Finalize plans for food pantry and health clinic 		Create an implementation plan (including operations and marketing)
<ul style="list-style-type: none"> Conduct evaluation site-visit to measure implementation and outcomes 		Determine what adjustments in services and operations are needed
Summer 2020	<ul style="list-style-type: none"> Establish additional partners 	Provide increased services for students and families
	<ul style="list-style-type: none"> Market the health services, food pantry, and other wrap-around services for families 	Ensure students and their families are referred to key wrap-around services
School Year 2020–2021	<ul style="list-style-type: none"> Ongoing data collection at ABGS Administer student surveys (grades 4–8) Administer parent and teacher 	Collect ongoing data, including student perceptions, to track progress and make necessary changes to program supports

Timeline	Activity	Outcome
	<ul style="list-style-type: none"> Continue marketing, outreach, and relationship building 	Enhance the vision of the community school and include the larger community
	<ul style="list-style-type: none"> Update resource map for both schools 	Connect families with key resources
	<ul style="list-style-type: none"> Expand EWI teams to screen students and identify those in need of interventions 	Build the capacity of local teams to implement EWI
	<ul style="list-style-type: none"> Launch Year 2 of the Success Mentor program at both schools 	Match chronically absent students with success mentors to help them get on track
	<ul style="list-style-type: none"> Increase student and family referrals to the health services, food pantry and other wrap-around services for families 	Ensure students and their families are referred to key wrap-around services
	<ul style="list-style-type: none"> Create service-learning opportunities for students around the food pantry and school-based health clinic 	Develop students' sense of contribution and efficacy
	<ul style="list-style-type: none"> Continue family and community workshops and engagement activities 	Empower parents and nurture engagement
	<ul style="list-style-type: none"> Continue SEL and PYD programs and services to staff, parents and students 	Build students strengths, opportunities and noncognitive skills
	<ul style="list-style-type: none"> Conduct evaluation site-visit to measure implementation and outcomes 	Determine what adjustments in services and operations are needed
	<ul style="list-style-type: none"> Establish additional partners and after-school and out of school opportunities 	Provide increased services for students and families
School Year 2021–2022	<ul style="list-style-type: none"> Ongoing data collection at ABGS Administer student surveys (grades 4–8) Administer parent and teacher 	Collect ongoing data, including student perceptions, to track progress and make necessary changes to program supports
	<ul style="list-style-type: none"> Continue marketing, outreach, and relationship building 	Enhance the vision of the community school and include the larger community
	<ul style="list-style-type: none"> Update resource map for both schools 	Connect families with key resources
	<ul style="list-style-type: none"> Ensure both schools have fully incorporated EWI teams to screen students and identify those in need of interventions and train district staff to begin to manage and administer the EWI process 	Build the capacity of local teams to implement EWI
	<ul style="list-style-type: none"> Launch Year 3 of the Success Mentor program at both schools 	Match chronically absent students with success mentors to help them get on track
	<ul style="list-style-type: none"> Increase student and family referrals to the health services, food pantry and other wrap-around services for families 	Ensure students and their families are referred to key wrap-around services
	<ul style="list-style-type: none"> Create service-learning opportunities for students around the food pantry and school-based health clinic 	Develop students' sense of contribution and efficacy

Timeline	Activity	Outcome
	<ul style="list-style-type: none"> Continue family and community workshops and engagement activities 	Empower parents and nurture engagement
	<ul style="list-style-type: none"> Continue SEL and PYD programs and services to staff, parents, and students 	Build students strengths, opportunities and noncognitive skills
	<ul style="list-style-type: none"> Conduct evaluation site-visit to measure implementation and outcomes 	Determine what adjustments in services and operations are needed
	<ul style="list-style-type: none"> Establish additional partners and after-school and out of school opportunities 	Provide increased services for students and families
School Year 2022–2023	<ul style="list-style-type: none"> Ongoing data collection at ABGS 	Collect ongoing data, including student perceptions, to track progress and make necessary changes to program supports
	<ul style="list-style-type: none"> Administer student surveys (grades 4-8) 	
	<ul style="list-style-type: none"> Administer parent and teacher 	
	<ul style="list-style-type: none"> Continue marketing, outreach and relationship building 	Enhance the vision of the community school and include the larger community
	<ul style="list-style-type: none"> Update resource map for both schools 	Connect families with key resources
	<ul style="list-style-type: none"> Continue school based EWI work and provide technical assistance to district staff as they begin to manage and administer the EWI process 	Build the capacity of local teams to implement EWI
	<ul style="list-style-type: none"> Launch Year 4 of the Success Mentor program at both schools 	Match chronically absent students with success mentors to help them get on track
	<ul style="list-style-type: none"> Increase student and family referrals to the health services, food pantry, and other wrap-around services for families 	Ensure students and their families are referred to key wrap-around services
	<ul style="list-style-type: none"> Create service-learning opportunities for students around the food pantry and school-based health clinic 	Develop students' sense of contribution and efficacy
	<ul style="list-style-type: none"> Continue family and community workshops and engagement activities 	Empower parents and nurture engagement
	<ul style="list-style-type: none"> Continue SEL and PYD programs and services to staff, parents, and students 	Build students strengths, opportunities, and noncognitive skills
	<ul style="list-style-type: none"> Conduct evaluation site-visit to measure implementation and outcomes 	Determine what adjustments in services and operations are needed
	<ul style="list-style-type: none"> Establish additional partners and after-school and out of school opportunities 	Provide increased services for students and families
School Year 2023–2024	<ul style="list-style-type: none"> Ongoing data collection at ABGS 	Collect ongoing data, including student perceptions, to track progress and make necessary changes to program supports
	<ul style="list-style-type: none"> Administer student surveys (grades 4-8) 	
	<ul style="list-style-type: none"> Administer parent and teacher 	
	<ul style="list-style-type: none"> Continue marketing, outreach, and relationship building 	Enhance the vision of the community school and include the larger community
	<ul style="list-style-type: none"> Update resource map for both schools 	Connect families with key resources
	<ul style="list-style-type: none"> Continue school based EWI work and provide technical assistance to district 	Build the capacity of local teams to implement EWI

Timeline	Activity	Outcome
	staff who are now fully managing and administering the EWI process	
	<ul style="list-style-type: none"> • Launch Year 5 of the Success Mentor program at both schools 	Match chronically absent students with success mentors to help them get on track
	<ul style="list-style-type: none"> • Increase student and family referrals to the health services, food pantry and other wrap-around services for families 	Ensure students and their families are referred to key wrap-around services
	<ul style="list-style-type: none"> • Create service-learning opportunities for students around the food pantry and school-based health clinic 	Develop students' sense of contribution and efficacy
	<ul style="list-style-type: none"> • Continue family and community workshops and engagement activities 	Empower parents and nurture engagement
	<ul style="list-style-type: none"> • Continue SEL and PYD programs and services to staff, parents and students 	Build students strengths, opportunities and noncognitive skills
	<ul style="list-style-type: none"> • Conduct evaluation site-visit to measure implementation and outcomes 	Determine what adjustments in services and operations are needed
	<ul style="list-style-type: none"> • Establish additional partners and after-school and out of school opportunities 	Provide increased services for students and families

RESOURCES

The multi-pronged approach of Hempstead Schools 360 is designed to address the identified community needs and challenges at ABGS Middle School and David Paterson Elementary School through a range of approaches and strategies that have been shown to successfully deal with similar issues in similar contexts.

FHI 360, the lead CBO serving the Hempstead Union Free School District, will serve as the lead applicant and the fiscal agent for the Hempstead 360 Full-Service Community Schools partnership program. FHI 360 served as the lead CBO and fiscal agent for the Full-Service Community School at ABGS Middle School.

Each school will have a full-time Community School Director (CSD) and they will share a half-time Family Engagement Coordinator. Since we are bringing a depth of experience to this work, and since we have been already working in Hempstead for a full year, our need for planning will be minimal (about 5% of the total yearly budget as calculated by a portion of the project director's time, the technical assistance providers from FHI 360, the two CSDs, the Community Engagement Coordinator, and the evaluation team). Most of the work, and the resources, will be spent on project implementation.

Our Hempstead 360 Full-Service Community Schools brings together a consortium dedicated to the success of the community school partnership. In leading the design of Hempstead Schools 360, our proposed FSCS project, FHI 360 was intentional in building a consortium that included organizations who believe that schools must be the center of the community and who are vested in the success of the FSCS initiative. A critical member of the consortium the Hempstead Union Free School District. To formalize our work, the Hempstead Union Free School district signed a Memorandum of Understanding (MOU) that clarifies and outlines our shared roles

and responsibilities related to the development and implementation of FSCS programs at the two schools within the Hempstead Union Free School District — ABGS Middle School and David Paterson Elementary School. This strong support of our FSCS by our consortium members and our partners is due in part to the fact that our partners’ theory of action is consistent with that of our FSCS. Our theory of action is based on FHI 360’s holistic, research-based approach to school improvement and conceptual framework that defines “the primary role of a full-service community school as being to support the healthy development of the student — with an equal focus on academic, social, emotional, and physical well-being — to improve outcomes for ALL students.”

The following are members of our consortium and a summary of their commitment:

Hempstead Union Free School District: As a committed partner, Hempstead Union Free School District is an ideal fit for the Full-Service Community Schools grant due to the high number of students living in poverty, the history of FHI 360’s partnership with the district, the already established infrastructure at ABGS and David Paterson for partnering with external organizations, and the leadership at both schools that is prepared to make comprehensive changes through the program.

Children’s Aid Society: As a pioneer in community schools, Children’s Aid Society will continue to serve a technical assistance role in the district, with a focus on strategies and structures that can help reduce chronic absenteeism. Children’s Aid Society has a successful history working with both FHI 360 and Hempstead Union Free School District.

The Community Engagement Team (CET): The State of New York requires schools such as ABGS Middle School that have received a designation of failing to establish a community engagement team (CET). The CET must include community stakeholders, including but not

limited to the school principal, parents and guardians, teachers and other school staff and students. The CET helps to develop recommendations for improvement of the school and solicits input through public engagement. The ABGS CET is an active partner in our current work, and they will continue to be an integral part of the Hempstead Schools 360 initiative. We would also seek to form a CET for David Patterson Elementary School.

Community Partners: In addition to our consortium members, we have established relationships with older and new community partners that have served the community. Upon notification of funding we will reach out to more community partners, ensuring wherever possible that we access state-funded programs and services to minimize costs and optimize resources and outcomes. Additional information about our community partners can be found in their letters of commitment (attached in this application).

We have obtained demonstrated commitment from consortium members and partners that reveal their broad support and dedication to the long-term success of our Hempstead Schools 360 Full-Service Community Schools.

Resources are based on identified needs

During our needs assessment, we identified community programs and assets that support the goals of the Full-Service Community School at ABGS and the proposed expansion to David Paterson Elementary School. We invited the leadership of existing programs to become part of our Full-Service Community Schools program, and many are eager to explore opportunities to align their programs with the Hempstead Schools 360 Full-Service Community School. In discussion with school staff and faculty, students and parents, we realized that our community needs outweigh the services that are currently being provided. Teachers, for example, have identified their needs for workshops on increasing attendance, implementing positive behavior supports,

character development skills and positive youth development strategies as well as on de-escalation strategies. Parents are eager to know how they can build their children's social-emotional competencies and set them up for academic success.

Allocation of resources

Because the Community School Directors and the Family Engagement Coordinator are essential to the success of the program, their salaries make up a significant portion of our yearly project budget. Salaries (and estimated salaries) are in line with regional averages for similar roles and responsibilities. Another key resource is the success mentors, who will be staffed by college and graduate school-level interns receiving a stipend for their participation in the program. Other FHI 360 program and support staff will round out and provide depth to the community school services and supports.

The Hempstead Full-Service Community Schools team will work closely with partners and their programs to maximize effectiveness of existing services, while identifying other programs and services to fulfill unmet needs. Three key partners we identified as subcontractors in the initiative are Children's Aid Society, Ramapo for Children and E. Rubric for Parents. We have selected these three subcontractors because we believe they are critical to helping us achieve our identified outcomes. At less than 10% of the yearly budget, they are a strategic and reasonable investment to support services from community providers.

Other key partners will not be a direct cost to our proposed budget, but rather they will be part of our cost-sharing plan. Three partners who will help the program to ensure students receive targeted interventions and supports are Empire (provider of a range of after-school programs), and Rein for Life and My Brother's Keeper (improving outcomes for boys and young men of color). All three already have contracts with the district, and they receive their funding

from other state and local sources, making these partners are part of our cost-sharing plan. Together, these programs receive approximately \$5.5 million in funding, of which the two schools receive a portion. In addition, as part of the proposed Hempstead Schools 360 initiative, we will be partnering with the Long Island Food Harvest (part of Feeding America) and Family Health Center (LI FQHC Inc.) to establish a food pantry and a school-based health clinic at each school. Except for an annual stipend for an on-site Food Pantry Coordinator, these partnerships will not be a direct cost to the grant, as they both will be self-funded. The yearly cost contributions from these two programs will be an estimated \$500,000.

Other community partners who will provide services at no cost to the school district or our program include the New York State Mentoring Program (training for peer mentors and success mentors), the Mental Health Association of Nassau County (counseling and treatment), Planned Parenthood (health education), and the Teen Center (counseling, academic support, and peer mediation). Other district providers that will benefit the Hempstead Schools 360 initiative include: Peace Valley Haven (homeless outreach and case management), Liberty Partnership Program (dropout prevention), Community Partnership program (supports for at risk youth), and Academic Intervention Services (targeted academic interventions provided by school staff). This proposed grant will help support coordination, communication, and collaboration among all of these essential partners.

Maximizing the impact of existing resources

The CSD at each school will play a key role in the implementation of resources by assuming responsibility and oversight for existing and expanded resources/community partnership programs. The CSD will establish weekly meetings to communicate about matters related to the implementation and impact of resources/ community partnerships, collaborate in developing

program assessment/measurement tools, share mutual responsibilities in areas related to existing and expanded resources, and communicate with the schools' leadership and Lead CBO about the progress of program implementation.

Implementing various strategies to increase the effectiveness of current programs and services can help to improve school capacity while allaying costs. These include identifying existing onsite and offsite programs, services, other resources/community partnerships available to partnership schools; conducting assessments of existing services and programs' objectives and their impact in the current school year and providing assessment results to community partnership organizations; and organizing ongoing meetings with community partnership organizations/programs to address roles, challenges and successes in supporting the middle/elementary school partnership. In addition, the community schools must ensure that there is a robust system in place to formatively assess the impact of programs and services on an ongoing basis (based on the program implementation schedule) with student attendance and observation-based feedback provided to programs and services to help them improve their performance. Ongoing service and program data should be used to identify impact on students' academic, social-emotional and physical development as well as their school attendance, while year-to-year data should be used to determine ongoing impact of community partnerships/ resources.

Fidelity of program implementation practices is another issue which the community school has begun to address through establishing and communicating clear expectations, documentation of program offerings, and holding individual and group partnership meetings. The Hempstead 360 Full-Service Community Schools program will resolve this gap in programs and services as it focuses on ensuring that all students at ABGS and David Paterson succeed at school. The FHI 360 team and community stakeholders will meet periodically with the

community school directors and the Family Engagement Coordinator to examine the implementation of programs, services and supports for students and families to ensure that program goals and community needs are being addressed.

Evaluating key resources

While school community data and ongoing communication can be used to identify unmet and projected needs of the school communities, building relationships with local, state and national organizations can help pinpoint programs and services that can fulfill critical identified needs. Assessing potential community organizations and programs can address partnership schools' mutual needs based on services, costs, implementation strategy and record of impact as potential programs and services are reviewed with school leadership and the school leadership team/ community engagement team. Establishing partnerships with community organizations and programs can also address additional or potential needs through the community school's support with recruitment and implementation efforts. Formative assessment should also be used to gauge the impact of new programs and services on students' academic, social, emotional, physical development and school attendance.

During our needs assessment, we identified gaps in services. To address these gaps, the Full-Service Community Schools at ABGS Middle School and David Paterson Elementary School will immediately provide these services:

- Communicate with the school community about the further development of the community school and the relationship with its partnership school.
- Identify, coordinate and oversee in-school and out-of-school programs and services to support students' social-emotional health and physical wellbeing and development.

- Provide workshops and other supports to the school community to bolster the ability of teachers and staff to support the community schools' focus on positive youth development.
- Develop success mentoring and other programs designed to combat chronic and severely chronic absenteeism.
- Design and implement robust family and community engagement activities to ensure that parents have the information needed to help their child succeed.

The extent to which the costs are reasonable and appropriate

Through our proposed program design and management plan, we can effectively implement and build the resource capacity of both schools and establish long term systemic change. With a goal of assisting our two low-income schools with improving the coordination, integration, accessibility and effectiveness of services for over 2,000 students and their families, we believe the budget is adequate to implement the services. Our proposed costs are reasonable in relation to the high quality of services, the number of students to be served, and the results and benefits that will be derived from the program. We have included a five-year budget that details the project expenses. As required, we have included a detailed budget narrative. All costs are reasonable in relation to the objectives and the scope of the program and are linked to the project goals, absolute priorities and objectives. We will provide a solid return on the federal investment through improved outcomes for youth while meeting our goals and objectives.

Sustainability

Because we are not proposing a program, but rather a set of systems, structure, and protocols, our Hempstead Schools 360 model will ensure the work of the FSCS continues beyond the project period as evidenced by the key elements of our sustainability plan:

1. Collaborate with the Hempstead Union Free School District (the LEA) and partners to build local management capacity and determine aspects of the work that can be integrated into their normal routines and procedures, while also providing the technical assistance necessary to integrate these elements
2. Cultivate community partnerships that lead to sustainable and effective practices and programs that continue beyond our FSCS grant funding
3. Utilize rigorous evaluation to determine the practices having the most significant impact on students and families.

MANAGEMENT PLAN

FHI 360 brings more than four decades of education program experience, staff expertise and intimate knowledge of technical support for school services. Our proposed program is an expansion of our current partnership with Hempstead Union Free School District and will build on this successful working relationship as well as our established collaborations with local community-based organizations. As a national organization providing services to numerous federal agencies, we have the systems and procedures in place to efficiently manage federal grants and execute subcontracts for local service provision. This grant will be managed in FHI 360's New York City office, and our project team will work directly within the Hempstead community schools. All project staff are connected by Windows office platform, shared network drives, Sharepoint for file sharing, and Skype for videoconferencing.

As seen through our current experience working with Hempstead, we have the capacity, expertise and resources to provide school support in multiple formats and through methods that best meet the needs of the school communities. In all our school support projects, we regularly provide assistance through in-person, email and telephone consultation, and we create resources, training manuals and other tools. We offer professional training to educators and administrators and will hire school-based staff to implement the coordination and oversight of our proposed wrap-around services.

The success of our Hempstead Schools 360 Full-Service Community Schools program will depend upon effective collaboration between the partner schools, members of the consortium, our community partners, and the members of our school communities. FHI 360 has extensive experience managing formal and informal partnerships with multiple non-profit and government partners, both locally and nationally through private and federally funded projects. Over the

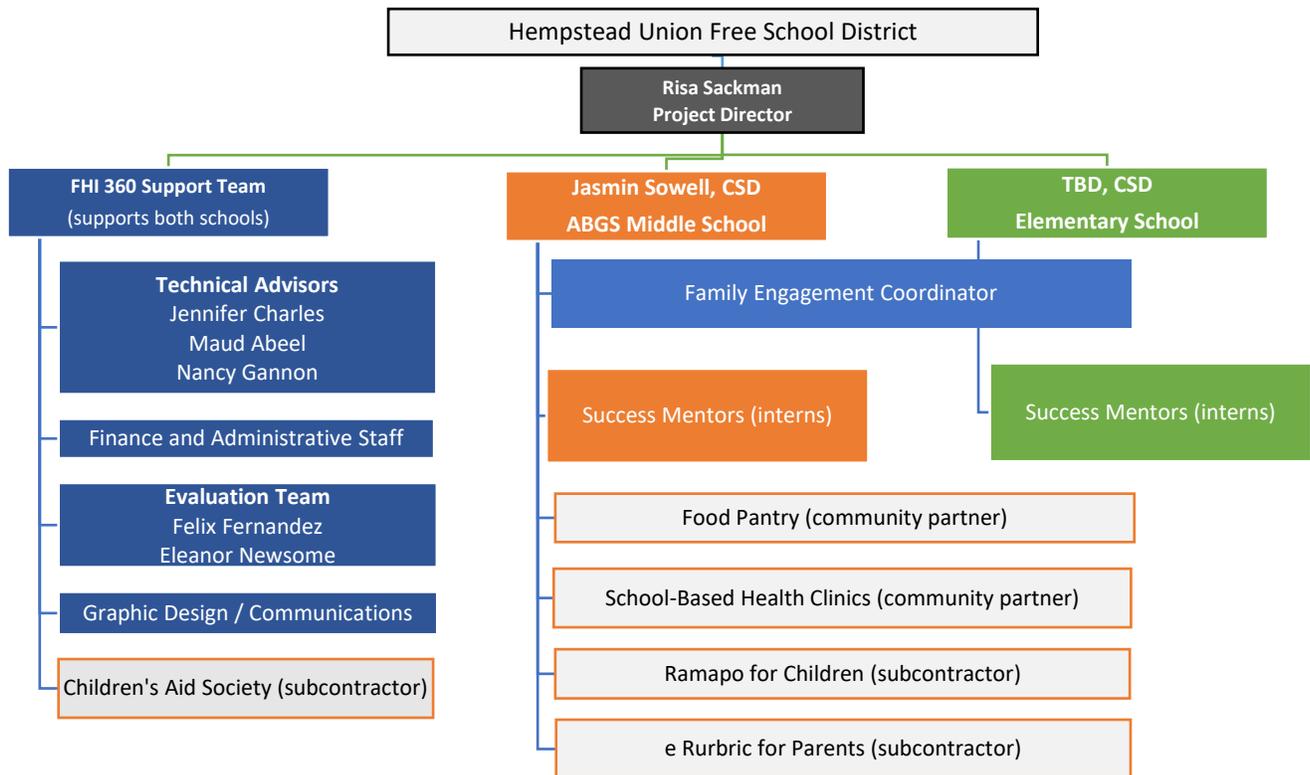
past 20 years, FHI 360 has effectively implemented several major projects that demonstrate our experience and capacity to effectively manage partnerships, hold partners accountable for outcomes, and manage federal and private grant-funded projects.

Proposed Staffing

A well-managed team leads to well-executed programs meeting expected outcomes. Our staff is familiar with tools and techniques for managing workloads and services and knows how to apply this knowledge in changing circumstances. FHI 360 is pleased to propose an experienced staff that has deep knowledge of working with schools, parents and communities, youth development, health and wellness, and providing technical assistance.

Our **Project Director, Risa Sackman, MS**, is committed to manage this grant, providing technical oversight and supervision of the Community School Directors, and ensuring effective

Figure 3: FHI 360 Community School Team



use of grant resources. Ms. Sackman has more than two decades experience providing leadership and support to education, nonprofit and cultural organizations, and she has dedicated her career to creating effective educational programs, materials, services and learning experiences that improve education, engagement, and students' ongoing success. A visionary and skilled manager, program/ curriculum developer, instructional designer, writer, evaluator and teacher, Ms. Sackman uses these convergent avenues to help organizations and educational institutions build systems, processes and materials to disseminate their message, build capacity and achieve outcomes. She holds a Master of Science in Education from the Bank Street College of Education.

Upon award, the Project Director will work with Hempstead and the project team to develop a timeline that can be easily understood, updated, and regularly reviewed by both the FHI 360 team and the Hempstead school teams. She will establish performance metrics and monitor targets and deliverables through internal meetings, track against work plans and timelines, and review the program design and associated services for contractual and technical compliance.

Ms. Sackman will be supported by FHI 360 administrative and finance staff at the project level, ensuring subcontract oversight and financial management of day-to-day project activities. In addition, the entire project will be supported by FHI 360 corporate services, including our Contract Management Services, accounting, and purchasing departments. FHI 360's Contract Management Services (CMS) department reviews all subcontracts and consultant agreements to ensure clarity in scope of work, deliverables, payment requirements, and compliance with the terms and conditions from the prime award. Ms. Sackman and her team also will have support and services from FHI 360's award winning Design Lab, our in-house graphic designers who are available to assist the team to create appealing student and community materials, and provide

promotion assistance to engage parents, recruit interns, share successes, and fulfill other program needs.

Jasmin Sowell, MPA, will continue in her full-time role as **Community School Director** at the ABGS Middle School under the supervision of the Project Director. Ms. Sowell will work on-site at the school to coordinate services, work as a team member with school administration, coordinate wrap-around services, oversee subcontractors and other service providers, and gather feedback and school data as needed for evaluation. She will hire and supervise all interns at both locations and ensure that services are provided as designed and as scheduled. Ms. Sowell has a strong history of providing youth support services and building excellent relationships between schools and the broader community. She is a capable project manager who can plan, coordinate and implement practices and procedures to bring significant improvements in efficiency and processes towards the successful attainment of organizational goals. She holds an MPA from Baruch College.

If awarded this grant, FHI 360 will hire a second Community School Director to be placed full-time at David Paterson Elementary. He/she also will be supervised by the Project Director and will first shadow and be trained by Ms. Sowell to replicate the community school model at the elementary school.

The Project Director and Community School Directors will have access to and regular support from three experienced Technical Advisors.

- **Jennifer Charles, Ed.D**, has nearly 20 years of experience guiding school administrators and teachers through assessment processes, curriculum and instructional decisions, and technology usage. Dr. Charles has in-depth knowledge of Common Core Learning Standards-related practices and has demonstrated capacity to provide comprehensive support for school-wide

initiatives. She holds an Ed.D. in Communication, Computing and Technology from Columbia University Teachers College.

- **Maud Abeel**, Ed. M, has more than 15 years of experience co-developing, directing, and implementing national, state and local education initiatives to benefit students underrepresented in postsecondary education. Ms. Abeel’s work has focused on providing training and technical assistance to school leaders in principal preparation, K–12 to postsecondary transitions, and college preparation. She holds an Ed.M. in Administration, Planning and Social Policy from the Harvard Graduate School of Education.
- **Nancy Gannon**, MA, is an accomplished educational leader, with nearly 30 years of experience in the field of education. Ms. Gannon has served as both a school principal and district-level administrator in the New York City Department of Education and helped to develop the leadership pipeline for the district. She has led large-scale initiatives and designed programs in the areas of leadership development, school quality and improvement, and curriculum and instruction. She has a MAT from Towson State College, and a MA in Educational Leadership from Baruch College of Education.

The CSDs will each be supported by a part-time family engagement coordinator who splits his/her time between the two schools. This person’s primary role will be to facilitate monthly parent meetings (including workshops and community engagement team meetings) and provide advocacy and case management services to families as needed. This person will maintain a working knowledge of community resources and current trends in social service, and will work collaboratively with staff to provide comprehensive, integrated services for community school families.

The CSDs will also be responsible for managing between 10–15 college and graduate-school level interns each academic year who will serve as success mentors to chronically and severely chronically absent students. Each success mentor will work with up to 20 students. The CSDs will work closely with Nassau Community College, Hofstra University, and Adelphi University to advertise and recruit college students who are pursuing careers in education, social work, youth development or other related fields.

CSDs will also supervise our key partners on the ground who will be providing supports and services. These include the food pantry, the school-based health clinics (and mental health supports), and afterschool providers.

Eleanor Newsome, MA, is our proposed **Project Evaluator**. She will finalize the evaluation design and work with each Community School Director to put feedback mechanisms in place to gather required data to assess the progress towards expected program outcomes. In addition, she will provide resources and easy-to-use data summaries for school administrators and community members to share evaluation findings. Ms. Newsome manages the Technical Assistance (TA) to Promise Neighborhoods Grantees project (funded by the Department of Education under subcontract with the Urban Institute) to conduct a needs assessment of grantees' TA needs to create a pipeline of cradle-to-career solutions. She also manages the AttainDC project to create an online college search tool for disconnected youth in Washington, DC. For over five years, she has been part of the external evaluation team for state and local recipients of ED's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a college and career readiness program serving low-income students in middle and high schools. She is skilled in data collection and analysis, interviews and focus group discussions, technical report writing, research and literature reviews, and is proficient in MS Excel, SAS, Stata, SPSS and NVivo. Ms.

Newsome will have technical support and evaluation expertise available from FHI 360's Senior Scientist, **Felix Fernandez**, PhD. Dr. Fernandez will review the final evaluation design and any instruments or tools, and provide oversight for data quality, data analysis and provide recommendations on findings. He holds a PhD in Educational Psychology from the University at Albany. Dr. Fernandez will have authority to allocate a full range of technical and managerial resources to support this effort.

Project Implementation

Upon award, our project team will meet with the respective schools to review the proposed activities, service providers, students to be served, and timelines, and finalize the proposed program activities based on any developments or updates from the school or community. FHI 360 will put subcontract agreements in place for purchased services, and MOUs in place with community-provided services. The Community School Director will identify the respective contact persons for each service provider and meet with them to review the community school model, the school context, student needs, expected outcomes and other background information. Based on these meetings, the Project Director and CSDs will finalize an implementation plan and timeline to track activities, which they will share with the schools, the superintendent's office, community members and families, and the evaluator. The CSDs will be responsible for tracking progress, ensuring clear communication and coordination with school staff, obtain required certifications and permissions, and identifying barriers and challenges.

We will implement an ongoing needs assessment that looks at shared as well as individual school outcomes. This assessment will help to determine the impact of the supports and services on program goals, such as student attendance, behavior and academic performance; expansion of resources to address student and school community needs; and parental involvement and

self-efficacy in their child’s development. We will also gather feedback from principals on areas of growth and in need of improvement and strategies to further support the development of the partnership, and we will utilize the needs assessment and principal data to help determine the effectiveness of the school partnership and provide report to school leadership

The Project Director will conduct regular team meetings to review service quality and appropriateness, progress toward objectives, and administrative and management needs. She will regularly visit the schools to help the CSDs problem-solve needs and ensure effective collaboration and service management.

Partnerships and Service Contracts

Developing and maintaining partnerships is fundamental to how FHI 360 approaches all program development activities. We engage with national, state, Tribal, and local agencies and communities to build trust across systems and strengthen relationships. The longevity of our partnerships with various agencies and communities is testimony to the importance of such an approach. This is also true of our relationships serving the Hempstead community schools.

Over the last year, FHI 360 has been a subgrantee to the Hempstead Union Free school district to lead the transformation of the ABGS Middle school into a full-service community school. While we are the proposed awardee for this grant, we do so on behalf of the Hempstead Union School district, as indicated in both their letter of support and Memorandum of Understanding, and as indicated by the CET’s letter of support (see “Other Attachments” in our application).

As the current implementor of the ABGS Middle School Community School, FHI 360 has established relationships with a range of community service providers. We have received letters of support from both proposed subcontractors and community organizations. These

partnerships demonstrate the community's commitment to the full-service community school model, as well as our team's dedication to collaboration and outreach to serve the district's students.

PROGRAM EVALUATION

Hempstead Schools 360 will draw on the expertise of FHI 360 evaluation specialists for its program evaluation. FHI 360 staff includes more than 100 highly skilled researchers and evaluators from a wide range of academic disciplines. We have the organizational capability for collecting, managing and disseminating large amounts of data, as well as expertise in both quantitative and qualitative research designs. Our staff's specific skill areas include needs assessments, student data collection and analysis, and thorough implementation research. Through surveys, interviews, focus group discussions and review of institutional records, FHI 360 staff assembles information on multiple indicators and the operations of school- and community-based programs.

The program evaluation will follow the goals and elements of our logic model by applying a Formative → Process → Outcome evaluation framework to systematically track and monitor project start-up, implementation and benefits accrued to students, parents, schools and the community. Using quantitative and qualitative data collection methods, the evaluation will answer the following research questions:

Research Questions

1. To what extent and how well was the Hempstead Schools 360 program implemented as planned? What adjustments in services and operations are needed?
2. Did student attendance, academic, behavior, and youth development outcomes improve?

Needs assessments were conducted in preparation of this proposal to assess the status of student performance relative to current and planned strategies to improve student performance. Ongoing data collection during program implementation will provide feedback to program staff for continuous improvement to meet the needs of students, families and communities.

Data collection will be comprised of six sources of data. First, student-level data on demographics, grades and attendance will be shared from the PowerSchool Student Information System semiannually. Second, suspension and behavior data will be shared from the annual New York State Violent or Disruptive Incident Reporting (VADIR) system. Third, results from the New York state assessment will indicate the number and percentage of students at or above proficiency in mathematics and English Language Arts. Student performance data from PowerSchool, the VADIR report, and New York state assessment will be examined prior to project implementation to serve as baseline data within the evaluation research design at project start-up. Student-level data will be linked by unique IDs and exclude confidential information. Fourth, online surveys will be developed and administered annually and following program events to parents/guardians, community members and teachers of the Hempstead Schools 360 schools. Fifth, program staff will maintain logs of students, parent, community and faculty participation in Hempstead Schools 360 services to share with the evaluator. Finally, annual site visits will be conducted at ABGS and David Paterson to meet with program and school staff, parents, and community members.

Methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The evaluation will consist of quantitative and qualitative analyses to provide ongoing feedback of program implementation. Objective measures will assess Hempstead Schools 360 implementation and student outcomes as listed in the logic model. Needs assessment data (previously described in the Project Design section), include objective baseline measures on student performance that will be updated throughout program implementation to monitor changes over

time. Quantitative analyses will consist of descriptive statistics of student outcomes using SAS statistical software and presented as visual figures and tables. Objective performance measures to assess student outcomes from baseline to project end will include a pre-post test of mathematics and English Language Arts proficiency, as well as attendance, suspension, and behavior data. Correlational analyses will identify trends over time and will be disaggregated by school and student demographics (e.g., gender, race/ethnicity, and IEP status) to the extent possible. Results from annual New York State assessments will further identify trends and a pre-post test of the number and percentage of elementary and middle school students proficient in mathematics and English Language Arts. In addition, our evaluation team will develop and administer online surveys to parents/guardians, community members, and school faculty of the Hempstead Schools 360 schools. Following their participation in Hempstead Schools 360 activities, parents/guardians, community members and school faculty will complete surveys to capture knowledge gains from the activities, overall perceptions of the activities, and recommendations for improving future activities. Parents, community members and school faculty (teachers, counselors, administrators) also will complete annual surveys to understand the extent to which Hempstead Schools 360 has been integrated in the schools and in improving student outcomes (attendance, achievement, behavior, youth development). We will administer surveys using Survey Monkey, sending links and consent information to participants following each session and annually. Our team will report survey results annually as visual figures and tables, including trends analyses and aggregated across participants.

Qualitative measures include logs of Hempstead Schools 360 participation and annual site visits to ABGS and David Paterson. Hempstead Schools 360 program staff will maintain logs of student, parent, community and school faculty participation in Hempstead Schools 360

services, including student academic and noncognitive programs, Success Mentoring, professional development workshops, and wrap-around supports. The logs will track the number and percentage of families and students receiving services each year and note whether program staff are meeting their annual participation targets. All confidential information, including participant names, will be removed from the logs prior to sharing with the evaluator. The site visits will consist of interviews and focus group discussions with Hempstead Schools 360 staff, school staff, parents and community members to identify, from their perspectives, the best methods for initiating, implementing and sustaining effective strategies. For example, site visits will identify best practices for connecting Success Mentors with students and strategies for ensuring services between the two schools are integrated and sustained. Discussions with teachers and school counselors will also identify improvements in student outcomes (attendance, achievement, behavior, and youth development, such as student mental and physical health), and the extent to which evidence-based strategies were used to support students, particularly in regard to Success Mentoring and using Early Warning Indicators to screen students for appropriate interventions that meet their needs. To enhance the objectivity of these measurement tools, the site visit will be conducted and analyzed by an internal evaluator who is not affiliated with program implementation. A second evaluator will also review findings to enhance reliability of the data collected. Specifically, data collection for each year will follow the schedule in Table 7.

Table 7: Evaluation Data Collection Schedule

Research Question	Data Collection Method	Outcome	Schedule
RQ1: Overall program implementation	Qualitative: Logs of student, parent, community and school faculty participation in Hempstead Schools 360 activities	<ul style="list-style-type: none"> • #/% of students receiving academic, noncognitive, physical, health, and mental health services • #/% of parents and community members participating in Hempstead Schools 360 activities 	Per semester
	Quantitative: Surveys of parents, community members and school faculty	<ul style="list-style-type: none"> • Parent and community member engagement and participation in wrap-around supports • Teacher and counselor use of restorative practices 	Annually and per event
	Qualitative: Interviews and focus group discussions with Hempstead Schools 360 staff, teachers, counselors and administrators	<ul style="list-style-type: none"> • Teacher and counselor use of restorative practices • Community partnerships • Coordination of services to students and families 	Annually
RQ2: Student outcomes (attendance, behavior, course grades, youth development)	Quantitative: District administrative records from PowerSchool Student Information System	<ul style="list-style-type: none"> • Chronic absenteeism rates • Student attendance rates • Student ELA/math achievement • Student transition from elementary to middle and middle to high school • High school dropout rates • High school graduation rates 	Per semester
	Quantitative: New York State Violent or Disruptive Incident Reporting (VADIR) report	<ul style="list-style-type: none"> • Suspension rates • Student behavior 	Annually
	Quantitative: New York State assessments data for mathematics and English Language Arts	Student ELA/math achievement	Annually
	Quantitative: Surveys of parents, community members and school faculty	<ul style="list-style-type: none"> • Student attendance • Student achievement • Student behavior • Youth development (social/emotional, physical, mental) 	Annually

Research Question	Data Collection Method	Outcome	Schedule
	Qualitative: Interviews and focus group discussions with school faculty	<ul style="list-style-type: none"> • Student attendance • Student achievement • Student behavior • Youth development (social/emotional, physical, mental) 	Annually

Methods of evaluation will provide valid and reliable performance data on relevant outcomes

All primary data collection tools will be developed and reviewed by two researchers to enhance the validity and reliability of the tools. The instruments will be designed to answer the research questions and assess the outcomes in the logic model. Participation logs will identify the date and activity in which services occur. Surveys will be reviewed by the project director to check for content validity and multiple questions will be included to check for reliability in responses. Survey questions will also ask participants their perception of the relevancy of the content and suggested feedback for improvement. Prior to implementation, surveys will be piloted to school staff and parents/community members to check for internal consistency and inter-tester reliability. The two researchers will also develop interview and focus group protocols and submit them to the project director to review for content validity. Site visits will be conducted by an internal evaluator independent of program staff. A second researcher will review and confer on the findings to enhance inter-rater reliability. Participants will be selected to be representative of the group and ensure an adequate sample size. Participant responses will remain anonymous and NVivo qualitative data analysis software will be used to code qualitative data and identify trends and patterns in responses. Data will be aggregated across participants.

Secondary data collection will consist of New York State assessment data, New York State VADIR reports, and PowerSchool records of student demographics, attendance, and course

grades. FHI 360 will clean and review the data for potential errors. Data will be analyzed descriptively showing pre-post analyses, trends and correlations on relevant student outcomes.

Prior to data collection, FHI 360 will submit the evaluation plan to its Internal Review Board for approval. All members of FHI 360's evaluation team have completed human subjects protection training. The evaluation will also follow Family Education Rights and Privacy Act (FERPA) regulations, including statements in the consent forms notifying participants of the purpose of the research and the participants' freedom to decline participation in interviews, surveys and focus group discussions at any time.

Semi-annual and annual reports will be provided to the project director summarizing the progress of Hempstead Schools 360 implementation with recommendations for continuous improvement. Semi-annual reports will be produced for each of the two schools and will include descriptive analyses of student and family participation in Hempstead Schools 360 activities along with aggregated student attendance and achievement data. Annual reports will also include summaries of survey data and the VADIR report, comments from site visits, progress towards meeting the stated goals and objectives of the project, and recommendations for continuous improvement. Annual evaluation reports will be made publicly available on the schools' websites and shared directly to all stakeholders (program staff, school and district staff, members of the CET, and partners).