

Full Service Community Schools

United Way - Cleveland Hill Community School Partnership (UWCHCSP)

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INTRODUCTION

On behalf of the United Way-Cleveland Hill Community School Partnership (UWCHCSP), the United Way of Buffalo & Erie County (UWBEC) respectfully submits this proposal for \$2,445,994 over five (5) years to implement the Full Service Community Schools model in the Cleveland Hill Union Free School District, a suburban school district located in Cheektowaga, Erie County, New York. This project proposes to serve a total of 896 students in grades Pre-Kindergarten through eight at Cleveland Hill Elementary School and Cleveland Hill Middle School through a comprehensive, District-wide strategy that addresses key student, family and community needs.

Absolute Priority Requirement

Both of the targeted schools receive Title I funding and both are eligible for a schoolwide program under section 1114(b) of the ESEA. The third District school, Cleveland Hill High School, is non-Title 1 and is not specifically targeted for services under this project; however, it will benefit from the District-wide strategy presented here. As such, this project meets the Absolute Priority requirement for this opportunity.

The Consortium includes United Way of Buffalo & Erie County, the lead applicant; the Cleveland Hill Union Free School District, the LEA; YWCA of Western New York; Gateway Longview; Center for Governmental Research (CGR); Nicole Wolasz, LCSW and the Cheektowaga Police Department. Each of these Consortium members have committed to the project via Memorandum of Understanding. Additional partners providing services within the District include, EduKids; Academic Intervention Services (AIS); the Cleveland Hill Family Resource Center; Check & Connect; Girls on the Run; and The Boomerang Project.

Description of Eligible Entity

Since 1917, UWBECE has been working in Erie County to bring people, organizations and resources together to improve community well-being. UWBECE has extensive experience in managing grants and contracts, managing more than \$17 million in multi-year Federal, State, local, corporate and foundation grants within our focus areas of Education, Financial Stability and Health and Wellness. The UWCHCSP Consortium is a major initiative of our Education impact area and will be managed by the UWBECE Director of Education Programs.

UWBECE has been actively engaged in the Full Service Community Schools model since 2000, when we created the Full Service Community Schools-Closing the Gap Consortium at the request of the New York State Education Department and the Buffalo City School District to implement a Full Service Community School model in six of the District's lowest performing schools. This effort culminated in the creation and staffing of six Student Family Resource Centers, organizing the efforts of over 20 agencies and County Departments in supporting the needs of over 3,000 students. Based on this work, UWBECE was awarded Full Service Community Schools Grants from the US Department of Education in 2009 and 2015 to enable us to continue to work in partnership with the Buffalo Public School district and a wide range of service providers to implement the model in Buffalo.

UWBECE is governed by a strong Board which has a Finance Committee to oversee the financial position of the organization. UWBECE is audited annually and follows generally accepted accounting principles, with direction provided by the financial policies and procedures of United Way Worldwide.

As lead partner, UWBECC will leverage its considerable experience in leading community-wide partnerships and managing substantial grant programs, including Federal grants. UWBECC currently manages three coalitions, each with 50+ member organizations who contribute towards common goals established through strategic planning. UWBECC also currently manages two multimillion-dollar, multi-year, multi-partner Federal grants, one with the US Department of Labor (American Apprenticeship Initiative of WNY, CFDA number 17.268) and one with the US Department of Education (Full Service Community Schools, CFDA number 84.215J). Each is guided by a group of core partners and additional community stakeholders which meets regularly to provide oversight and guidance and ensure consistent communication among all parties. We anticipate similar business processes and protocols, if awarded, for this Full Service Community Schools grant.

Memorandum of Understanding

Partners in this project have signed a detailed Memorandum of Understanding, which outlines the services to be provided and is attached to this application.

Competitive Preference Priority 1 - Rural Districts

Cleveland Hill is not a rural school district; therefore this project **does not meet** the requirements for Competitive Preference Priority 1.

QUALITY OF THE PROJECT DESIGN

Comprehensive Project Plan

United Way of Buffalo & Erie County is partnering with the Cleveland Hill School District to create the United Way-Cleve Hill Community School Partnership (UWCHCSP). This Consortium has convened to design a bold community school model framed by equity,

opportunity and achievement for all students. This groundbreaking strategy will improve outcomes for children, families and community members in two Title I schools located in the Cleveland Hill School District. Leveraging the rich local community, business, and cultural capital in Western New York, this comprehensive approach is authentic, reflecting evidence based practices to support and sustain the community years after the funding has ended.

The UWCHCSP model aligns with the Coalition for Community School's definition of a place-based school improvement strategy in which schools partner with community agencies and local government to provide an integrated focus on academics, health and social services, youth and community development, and community engagement. Our design is a whole school approach anchored by the four pillars of the Community School model: (1) Integrated Student Supports; (2) Collaborative Leadership and Practices; (3) Expanded Enriched Learning Time and Opportunities; and (4) Active Family and Community Engagement.

A growing body of research and evidence demonstrates the impact of high quality student integrated supports on at-risk students. A literature search conducted by Child Trends (2014) revealed that integrated student supports contribute to student academic progress as measured by decreases in grade retention and dropout rates, and increases in attendance, math achievement and overall GPA¹. Additionally, the Child Mind Institute (2016) reported that well-coordinated supports provided by dedicated staff members will support child development, decrease disruptive behavior and increase student achievement and school climate².

¹ Moore, K.A., Caal, S., Carney, R., Lippman, L., Li, W., et al. (2014). Making the Grade: Assessing the Evidence for Integrated Student Supports. Child Trends. Bethesda, MD. <https://www.childtrends.org/publications/making-the-grade-assessing-the-evidence-for-integrated-student-supports>

² <https://childmind.org/report/2016-childrens-mental-health-report/>

The following pages present information on the student, family, and school community to be served; an assessment of needs in the community as well as the District; the goals, objectives, and outcomes to be achieved by the proposed project; a description of our ability to coordinate and provide pipeline services at two or more schools; and the design of the proposed project services.

Student, family, and school community to be served

The Cleveland Hill School District is a small district located in the suburban community of the Town of Cheektowaga, a first ring suburb of Buffalo, New York. The western border of the district is the City of Buffalo. Nearly all the property in the district is residential with very little commercial and no industrial property.

The Cleveland Hill community is a small working/middle class neighborhood of solid starter homes and apartments, with a few upscale properties. Most homes were built during the post-World War II building boom, to serve workers in Cheektowaga's growing industrial and research development industries. Many families have lived in the district for generations and their children are second, third and fourth generation Cleveland Hill district attendees. Centers in the community are the school, churches and the volunteer fire department, in addition to libraries and Cheektowaga Town Park.

Cleveland Hill is one of five school districts located in Cheektowaga, each of which serves more than 1,000 students (the others are Maryvale, Cheektowaga Central, Cheektowaga Sloan, and Depew). It is a single campus district educating 1,284 students with one elementary, one middle and one high school located on a 28-acre site in the center of the district. Enrollment figures across all schools for the current (2018-19) school year are as follows:

School	Enrollment (2018-19)
Cleveland Hill Elementary	
Pre-K	30
Kindergarten (full-day)	111
Grades 1-5	479
Cleveland Hill Middle School (grades 6-8)	276
Cleveland Hill High School (grades 9-12)	388

The District is also home to 140 students who attend private/parochial schools and 40 who attend special education classrooms outside the district. District schools are staffed by 158 professional full-time staff, 4 professional part-time staff, and 64 full-time and 6 part-time support staff.

Demographic Data

Cleveland Hill has a diverse student population. New York State Department of Education (NYSED) data for 2017-18 reflect the following demographic data for enrolled District students, as compared to Erie County as a whole:

	Cleveland Hill UFSD		Erie County	
	Elementary School³	Middle School⁴	Number	Percentage

³ Retrieved from <https://data.nysed.gov/profile.php?instid=800000052313> 4/12/19

⁴ Retrieved from <https://data.nysed.gov/profile.php?instid=800000055814> 4/12/19

	#/%	#/%		
Gender				
Male	285/50%	135/50%	61,990	51%
Female	289/50%	132/50%	60,243	49%
Ethnicity				
White	285/50%	134/50%	75,105	61%
Hispanic or Latino	37/6%	19/7%	11,300	9%
Alaskan or Native Hawaiian/Other Pacific Islander	21/4%	7/3%	6,278	5%
American Indian or Alaska Native	4/1%	n/a	1,028	1%
Black or African American	177/31%	89/33%	24,224	20%
Multiracial	50/9%	20/7%	4,298	4%
Other Groups				
English Language Learners	24/4%	12/4%	7,937	6%
Students with Disabilities	74/13%	35/13%	20,033	16%

Economically Disadvantaged	376/66%	166/62%	62,782	51%
Homeless	8/1%	n/a		

Cleveland Hill Elementary school houses Universal Pre-Kindergarten to fifth grade. In addition to the developmental academic programs, academic support programs are available in all areas. Kindergarten screening helps identify children exhibiting learning challenges before they begin their school career. Special education programs use both co-teaching and consultant teacher models.

The Middle School, grades six through eight, provides an ideal small setting for the delivery of educational services to this unique age group of learners. The emphasis is on the development of the whole child to include academic areas as well as on personal/social growth during adolescence. A strong feature of the Middle School is the close working relationship among teachers for the benefit of the students. Each grade level has a teacher team to include a consultant teacher who works with special education students in a regular classroom setting. Additional math and literacy support is available. Exploratory courses and enrichment activities support and enhance the core academic instruction.

Cleveland Hill High School offers a wide range of academic programs, extracurricular activities and support programs that allow the students to develop all facets of their skills and interests. Cleveland Hill is a leader in preparing students to face the challenges they will face as 21st Century Learners. Students are provided the opportunity to gain college credit in numerous high school course offerings. In addition, the high school offers distance learning courses. Five units of Foreign Language study are available, with the fifth unit being a college credit bearing

course. A "state of the art" library allows the students to utilize resources and research tools that prepare them for the future. The extracurricular program involves a high percentage of all students and Cleveland Hill teams have been very successful in interscholastic competition. Cleveland Hill School focuses on providing a safe and positive educational environment where all students "soar toward success".

The Pupil Personnel Department works diligently to meet the social/emotional needs of both the student body and their families. District psychologists, school counselors and social workers meet with parents and students alike, in the school setting, home setting and at the Cleveland Hill Family Resource Center.

Music and athletics have always been areas of high interest for students and the community. Instrumental music lessons begin for students in fourth grade, and there is a band and chorus from fourth to twelfth grade. Our student musicians have received a number of awards for performance and we offer a full complement of interscholastic athletics.

The Cleveland Hill School District is very small compared to many of its neighbors in Erie County. While this presents some difficulties, it also provides an outstanding opportunity to maximize on this characteristic and offers teachers and staff an opportunity to meet the needs of a diverse student body. The district is able to focus on the individual learner in order to stress academic excellence and social responsibility as preparation for higher education or the world of work.

Needs Assessment

*Cheektowaga Community*⁵

Cheektowaga has a population of 74,673, with a median age of 43.1 and a median household income of \$48,994, which is nearly 10% lower than the median household income across Erie County, which is \$54,246.

The racial and ethnic makeup of Cheektowaga’s population, in comparison with the population of Erie County as a whole, is as follows:

	Cheektowaga	Erie County
White	81.6%	75.8%
African American	11.4%	12.9%
Hispanic	2.93%	5.32%
Asian	2.13%	3.69%
Multiracial	1.54%	1.81%

7.89% of the Cheektowaga population speak a non-English language (most commonly Spanish, Polish, and Italian, with relatively high numbers of Slavic and Laotian speakers), and 97.9% are United States citizens.

The poverty rate in Cheektowaga is 10.8%, compared to the Erie County poverty rate of 14%. However, an additional 35% of Cheektowaga households (as compared to 27% across

⁵ Demographic and economic data presented in this section were retrieved from <https://datausa.io/profile/geo/cheektowaga-ny/> 4/12/19 unless otherwise specified.

Erie County) can be defined as ALICE - Asset Limited, Income Constrained, Employed - meaning that they lack sufficient income to cover a basic household survival budget that includes only necessities such as housing, child care, food, transportation, health care, technology and taxes without any additional funds for emergencies or savings⁶. The ALICE income threshold, which represents a basic household survival budget for a family of four (2 adults, 2 school age children) in New York State is \$67,080 per year. A household stability budget for the same family size - one that affords an opportunity for savings to mitigate against financial crisis and build assets for a strong financial future - is \$113,124. Families who fall so far below a basic household survival budget are an unexpected emergency - car repair, medical bill, or home repair - away from financial crisis.

Poverty rates in Cheektowaga show significant disparities along racial and ethnic lines. While Whites represent the largest portion of the population living in poverty, poverty rates among Whites are substantially lower than those of other racial and ethnic groups:

	Total residents	Residents in poverty	Percentage
White	60,956	5,385	8.8%
Black	8,492	1,807	21.3%
Hispanic	2,185	429	19.6%
Asian	1,592	243	15.3%

⁶ <https://www.unitedforalice.org/new-york>

There are also significant gender and age disparities in poverty rates, with females age 25-34 being the largest demographic living in poverty, followed by females age 18-24 and females age 55-64.

The portion of Cheektowaga served by the Cleveland Hill School District is primarily situated within the 14225 Zip Code, but it also encompasses as a small portion of 14215 in its northwestern corner along its border with the City of Buffalo. Western New York 2-1-1, a free, confidential, telephone and internet based information and referral resource, tracks top request categories by Zip code for all incoming calls. According to the 2-1-1 Counts database, the top request categories across both Zip codes between April 12, 2018 and April 11, 2019 were as follows⁷:

Request Category	Percentage of total requests	Top requests within category
Housing & Shelter	28.3%	Shelters Rent assistance Low-cost housing Landlord/tenant issues Home repair/maintenance
Government & Legal	16.9%	Contacts Legal Assistance Government Child & family law

⁷ Retrieved from <https://211wny.211counts.org/> 4/12/19

Employment & Income	10.9%	Tax preparation Financial assistance Job search Money management
Clothing & Household	9.8%	Seasonal/holiday Appliances Home furnishings Clothing Personal hygiene products
Other Requests	10.9%	Community development & enrichment Special population services Support & advocacy

These requests reflect the precarious financial position and attendant needs of many households in these Zip Codes.

Cleveland Hill School District

The primary needs identified by the leadership of the Cleveland Hill Elementary and Middle Schools that are targeted through this proposal have been identified as:

- Enhanced academic supports
- Mental health services
- Behavioral supports
- Addressing disproportionality in disciplinary referrals.

This assessment is built on the District's Title I application and its 2016 US Department of Education School Climate Transformation Grant.

Poverty is a critical issue faced by Cleveland Hill students and their families, reflected both in the demographic and economic data regarding the Cheektowaga population as a whole and the Elementary and Middle School student bodies. As research shows and the Cleveland Hill community demonstrates, high poverty and low adult education levels contribute to a lack of student and parent understanding of safe, healthy, appropriate behaviors, resulting in negative behaviors that hamper academic success.

The District has a large residential area with subsidized housing and low-income residents. This results in a transient population with minimal resources and support systems to deal with the basic, educational, and behavioral needs of their children. Risk behaviors that students exhibit include: low impulse control, poor emotional regulation, verbally and physically aggressive behaviors, tardiness, absenteeism, lethargy, insubordination, and negative peer interactions. Problems in the home setting include: inadequate parental supervision and support of the educational program, limited communication with the school district, suspected alcohol and drug use, and adult role models engaging in antisocial/aggressive/inappropriate behavior.

As part of the District's 2018-2019 Title I application process, it undertook a comprehensive needs assessment in several content areas. The committee analyzed 3-8 assessment data, school climate surveys and parent surveys. The assessment revealed needs around disproportionality, behavior, proficiency rates, and parent engagement.

A comprehensive review of student discipline data was undertaken. The results revealed areas of concern including: **proficiency rates, disproportionality in disciplinary actions and outcomes, and behavior.** These same issues were identified in the District's successful 2014

application for a USDOE School Climate Transformation Grant. Data provided in the District's Title I application for each of these areas of need is below:

Proficiency rates

Analysis of grades 3-5 proficiency on the NYS ELA Assessment reveal a drop from 48.16 to 46.80%, while mastery rates dropped from 17.14% to 12.80%. This lags the region. The NYS ELA 6-8 assessment data shows an increase in proficiency from 35.90% to 42.18%, thus lagging the region by at least 3 percentage points. Mastery rates rose to 15.64%, but continue to lag the region by 4 percentage points. On the NYS Math Assessment, 3-5 results held steady at 53% with a drop in Mastery from 23.84% to 21.95%. The results from 6-8 Math show an increase in proficiency from 32.70% to 34.80% and mastery at 14.22%. Both of these lag the region by at least 3 percentage points. Analysis of the district's English as a New Language (ENL) population shows a 600% increase over the past 4 years.

Disproportionality in disciplinary actions and consequences

- Cleveland Hill minority students (i.e., students who are **not** non-Hispanic whites) account for nearly half (49.6%) of student enrollment, but minority students receive 76% of reported Office Discipline Referrals (ODRs) and 72% of suspensions.
- About 14% of Cleve Hill's students are listed as having a disability, but these students account for nearly 27% of ODRs and 33% of suspensions.

Behavior

The District runs a Family Resource Center that delivers counseling for any district resident experiencing difficulty. Over 150 families or individuals partook in the services during the 2017-2018 school year. When provided a survey, 8.2% (24 of 294) of students answered yes to the statement "During the past 30 days, I have used marijuana or non-prescribed prescription

drugs”. This is a 15.5% increase from the previous year, when 7.1% (17 of 239) answered yes. Additionally 20.1% (59 of 293) of students answered yes to the statement “During the past 12 months, I have been bullied on school property” (Figure 13). This is an 11.7% increase from the previous year, when 18% (43 of 239) answered yes.

The School Climate Survey conducted as part of the District’s 2014 SCTG revealed a range of student risk behaviors at school to moderate to severe degrees, as shown below:

How much of a Problem at this School is...	Moderate/Severe Problem%
Student alcohol and Drug Use	36.2%
Student Tobacco Use	39.1%
Harassment or Bullying Between Students	41.4%
Disruptive Student Behavior	43.8%
Racial/Ethnic Conflict Among Students	25.5%
Student Depression or Other Mental Health Problems	27.5%
Lack of Respect for School Staff	27.4%
Cutting Classes/Truancy	25.8%
Gang-Related Activity	20.5%
Vandalism	26.8%
Theft	30.1%

The District has made substantial progress to date against these needs, but much remains to be done. The 2017-18 evaluation summary of its School Climate Transformation Grant revealed that while the District has made substantial progress to date against these needs, much remains to be done⁸. A summary of objectives and annual status outlining the SCTG GPRA measures and objectives is below:

Cleveland Hill SCTG Objectives and Annual Status, by Year					
Number	Objective/GPRA Language	Year 1 Status	Year 2 Status	Year 3 Status	Year 4 Status
GPRA 1	Number and percentage of schools that report an annual decrease in office disciplinary referrals.	1 / 3 (33%)	2 / 3 (66%)	2 / 3 (67%)	2 / 3 (67%)
GPRA 2	Number and percentage of schools that report an annual improvement in the attendance rate.	0/3 (0%)	3/3 (100%)	2/3 (67%)	3/3 (100%)
GPRA 3	Number and percentage of schools that report an	2/3 (66%)	2/3 (66%)	3/3(100%)	2/3 (67%)

⁸ Via Evaluation, prepared by Taggart, Caroline. *2017-2018 School Climate Transformation Grant Year Four Evaluation Summary*. Prepared for Cleveland Hill School District, 2018.

	annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.				
GPRA 4	Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.	0/3 (0%)	0/3 (0%)	0/3 (0%)	1/3 (33%)
1a	10% decrease in disciplinary referrals (annually).	Progressed	Met	Met	Met
2a	5% increase from baseline in attendance rates by end of the 5-year grant period (1% increase per year).	Not Met	Progressed	Not Met	Progressed
2b	5% decrease in percent of students with excessive absences	Not Met	Met	Not Met	Met

	(10% or more of enrolled days) (Annually).				
3a	15% decrease in suspensions and expulsions in Year 1 (10% decrease each subsequent year).	Met	Not Met	Met	Met
4a	5% decrease in disciplinary referrals for tardiness in Year 1 (10% decrease each subsequent year)	Progressed	Met	Met	Met
5a	5% reduction in percent of 9th through 12th grade students reporting alcohol use in past 30 days (annually).	Baseline	Met	Met	Not Met
5b	5% reduction in percent of 9th through 12th grade students reporting marijuana use or	Baseline	Met	Met	Not Met

	unauthorized (not prescribed) prescription drug use in past 30 days (annually).				
6a	10% decrease in percent of 9th through 12th grade students reporting involvement in physical fights on school property (Annually).	Baseline	Met	Met	Not Met
7a	10% decrease in percent of 9th through 12th grade students reporting being bullied at school in the past year (annually).	Baseline	Progressed	Met	Not Met
8a	10% increase in percent of 9th through 12th grade students who agree the district effectively handles	Baseline	Met	Met	Not Met

	discipline issues (Annually).				
9a	100% of schools will implement the behavioral framework with fidelity (80% or higher on assessment) by the end of Year 1 and will sustain that fidelity in subsequent years.	Not met	Not Met	Not Met	Progressed

The recommendations presented for the final year of the District’s SCTG project (the current, 2018-2019 school year) focused on data tracking and integration of data systems; addressing risky student behaviors; and implementing policies to reduce disproportionality. Implementing the Full Service Community Schools model in Cleveland Hill will enhance existing services and provide additional resources to address student behavior and mental health, and address disproportionality, and enhance data tracking through a targeted, comprehensive program evaluation that engages all Consortium partners as well as the District.

Anecdotal information from Cleveland Hill educators reinforces the impact of community and family needs on the student population. One Cleveland Hill Spanish teacher noted the following in a private communication:

“I have been teaching Spanish at Cleveland Hill for 21 years. In the last several years, I have witnessed a noticeable a shift in the demographics of our population. We have had an influx of ENL students from various countries of origin... We had to hire additional ENL teachers to meet the requirements for educating these students.

Our poverty rate is increasing as well as our amount of higher needs Special Education students. Many of our students come to school hungry and lacking basic supplies. Many students are also struggling with mental health issues due to trauma. It has been a challenge to keep up with these changes within our budget parameters and there just doesn't seem to be enough hours in the day to keep up with the academic, social and physical needs of our students.”

The FSCS model's comprehensive, coordinated approach will align directly with the needs identified by the District, and expand the District's existing services and resources to ensure that it will continue to make substantial progress in addressing these needs.

Capacity to coordinate and provide pipeline services at two or more full service community schools

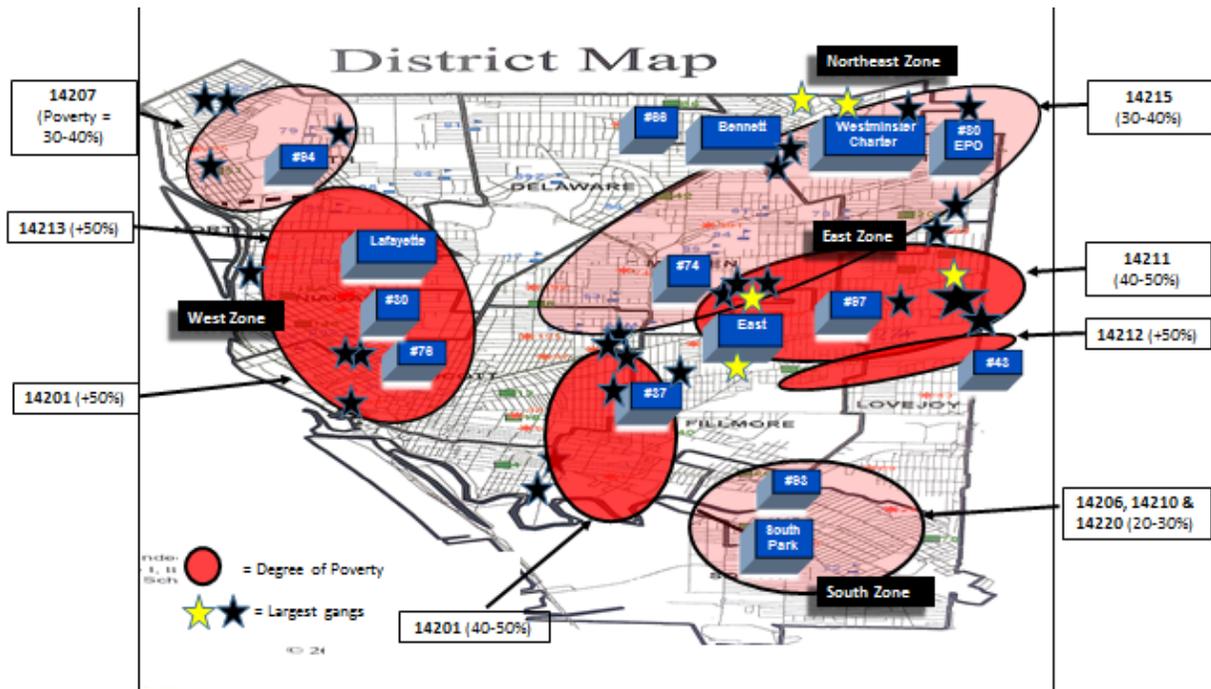
United Way of Buffalo & Erie County's Community School Model, Closing the Gap (CTG), has been at the forefront of the Community School movement since formally implementing the model in six of the Buffalo Public School District's lowest performing schools in 2003. Over the last 16 years the model has developed into a remarkable and unprecedented collaboration between the Buffalo Public School District (BPS); Catholic Charities of Western New York; the Erie County Departments of Health, Mental Health, and Social Services; multiple

health and human service providers; local foundations; and corporations. In 2008, the CTG Community Schools Model received its first five year, 2.5 million United States Department of Education (USDOE) Full Service Community Schools (FSCS) grant to expand into two South Buffalo schools. Building off the 2008 FSCS award, the Consortium was awarded a second five year, \$2.5 million award in 2015.

In 2016, Buffalo Public School district leaders collaborated with the FSCS consortium to expand the model creating 13 additional community schools across in four community zones located in each quadrant of the city (north, west, east and south). The launch of the district-wide community school model, and more specifically Saturday Academy and Adult Evening Parent Center programming, bridged the gap between community and schools and expanded our ability to create positive academic outcomes for students district wide.

The expansion provided resources to create safer communities for the students and families. The district partnered with nontraditional neighborhood leaders and the local police department to identify high crime areas and historic gang territory. The district map in Figure 1 was created to locate drug operations and areas where the most notorious gangs thrived.

Figure 1: Buffalo Public School District Map - Poverty & Gangs



The yellow stars in the map represent the smaller gangs, and the black stars represent more well-known nefarious gangs. The darker red circles indicate areas of highly concentrated poverty, and the blue squares are community schools. This data and collaborative effort allowed the district to better understand where the schools and communities with the greatest need were located. The district gang, poverty and violence map served as a blueprint to structure our community school model. The places on the map where violence and poverty persisted are now replaced with authentic partnerships based on the need and culture of the community. The Community Schools map in Figure 2 demonstrates new and flourishing alliances that have surrounded these territories in an effort to dissolve criminal activity and recreate vibrant communities.

According to the FBI report of Offenses known to law enforcement⁹, Buffalo crime statistics report an overall downward trend in crime based on data from 18 years with violent crime decreasing and property crime decreasing. Additionally, the crime rate in Buffalo for 2019 is expected to be lower than in 2016. In 2016 the city violent crime rate in Buffalo was higher than the violent crime rate in New York by 194.98% and the city property crime rate in Buffalo was higher than the property crime rate in New York by 166.37%. Although we are unable to parse out the specific contributions or establish causality for the decrease in crime rates, our network is convinced that providing resources to an underserved community is the best way to prevent crime. Sharkey, Torratts-Espinosa & Takyar (2017)¹⁰ compared crime rates and the formation of new nonprofits that focus on crime prevention, neighborhood development, substance abuse, workforce development, and youth programming across 264 cities in the U.S. between 1990 and 2013. They found that in a city of 100,000, each new nonprofit community organization lead to a 1.2 percent drop in the homicide rate, a one percent reduction in the violent crime rate, and a 0.7 percent reduction in the property crime rate. Substance abuse programs were responsible for the largest drops, followed by workforce development organizations.

A 2016 Buffalo News article featured South Park High School, which is currently served by the United Way-CTG FSCS Consortium, as the leader at the center of the Community Schools initiative. The Superintendent of the Buffalo Public Schools, Kriner Cash was quoted saying, “state officials visiting Buffalo’s struggling schools were so impressed with the work being done at South Park that they want to use it as a community schools model for the rest of

⁹ Offenses Known to Law Enforcement. (2018, September 10). Retrieved April 12, 2019, from <https://ucr.fbi.gov/crime-in-the-u.s/2017/crime-in-the-u.s.-2017/topic-pages/offenses-known-to-law-enforcement>

¹⁰ Sharkey, P., Torratts-Espinosa, G., & Takyar, D. (2017). Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime. *American Sociological Review*, 82(6), 1214-1240. <https://doi.org/10.1177/0003122417736289>

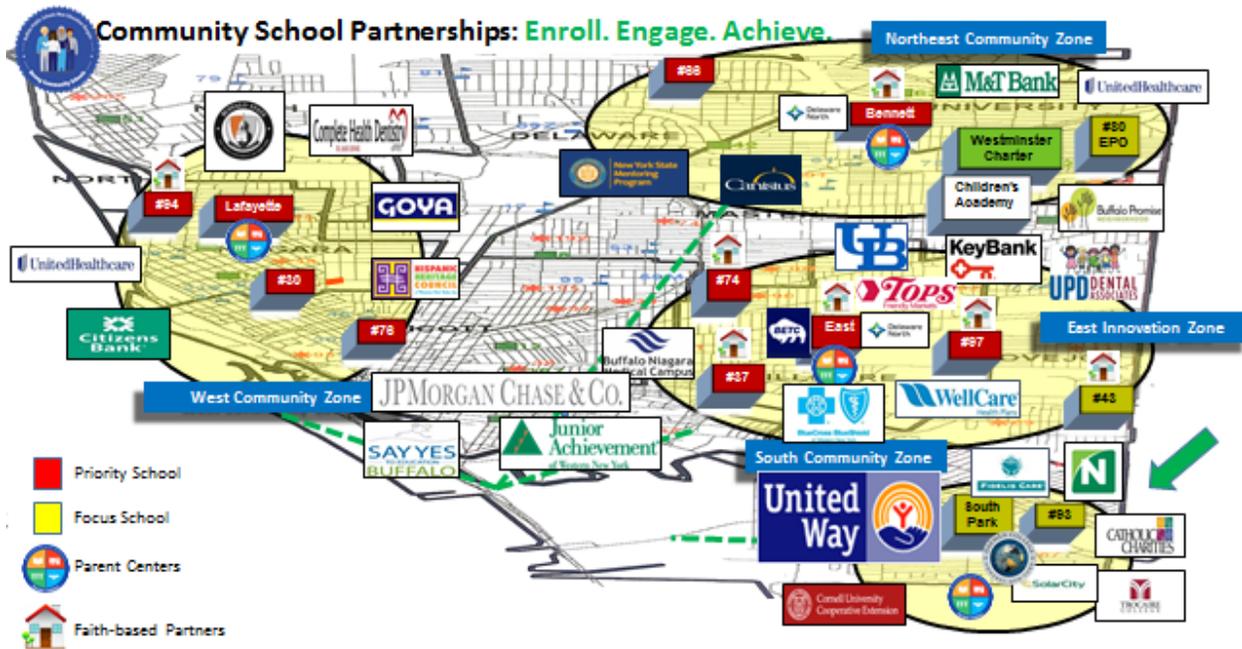
the state.” “They thought that the supports at South Park and its community wrap-around model is exemplary and they’re far ahead of any school that they’ve seen in their travels,” Cash said¹¹.

In 2017, Buffalo Public Schools (BPS) received \$15 million as a result of a recent push by the New York State Governor to expand community schools in struggling districts. A Buffalo News article reported, “With the money, the Buffalo school district plans to replicate programs similar to the ones already at South Park High School. The “high-risk urban school” has a variety of supports, including a licensed clinical social worker, who is available for nine hours one day each week to counsel students and families, said Principal Theresa Schuta¹².” The district approached the FSCS-CTG consortium lead, United Way of Buffalo & Erie County (UWBEC) to provide counsel in developing the BPS model, and requested that UWBEC provide overall leadership for the South quadrant as identified in the BPS Community School expansion proposal. The map in Figure 2 demonstrates the four quadrants and community partnerships that have developed as a result of the community school initiative.

¹¹ Retrieved from <https://buffalonews.com/.../community-schools-loom-but-buffalo-already-has-head-start/> 4/11/19

¹² Ibid.

Figure 2: Community School Partnerships



At each Parent Center, families arrive to a warm atmosphere and are assisted by a Parent Center Engagement Liaison. Programing includes free resources such as 3 credit college courses, legal aid, health insurance supports, computer and printing resources, clothing, free meals, toys and much more. Principals and community members have reported a shift in culture and attitudes as a direct result of the model. Darlene Jesonowski, the FSCS principal at Southside Elementary, noted that for the first time during her tenure, she has a substantial waiting list for students to enroll.

The data for Saturday and evening expanded programing reflects a groundbreaking increase from 2,671 individuals served during year one to 4,886 individuals served through FSCS funding. On the District level, year two resulted in an increase of 22,612 student, family and community visits outside of school hours for the 2016-2017 school year. We exceed our 2017-2018 family and community engagement goal of 44,000 visits in year three and the 2018-

2019 goal is set for 60,000. Furthermore, The BPS Office of Shared Accountability reported that students who participated in extended programming increased grade point averages by 6%, improved attendance by 8% and accounted for an 11% decrease in disciplinary referrals district-wide.

The news of success and continued growth of our family and community engagement model traveled to the New York State Department of Education's (NYSDOE) deputy commissioner, John D'Agati in Albany, NY. After learning of our achievements, he sent an associate to observe the model and tour the FSCS. Following the tour, our consortium received notice that the FSCS design will be reflected in the new NYSDE Framework on Family and Community Engagement.

In 2018, the Center for School Turn Around reached out to the FSCS project director, Melodie Baker to contribute to their recently published article, "Shifting School Culture to Spark Rapid Improvement". The United Way of Buffalo & Erie County and Buffalo Public School FSCS model is mentioned and thanked in the Acknowledgements section of the report¹³.

Ms. Baker is a co-chair of the national United Way Community Schools Learning Network and a member of the 2019 Promise Neighborhood/FSCS Conference advisory council. She has been asked to lead numerous FSCS workshops at the past three national conferences - including being selected as the October 2018 closing plenary keynote speaker. In 2018 Ms. Baker was nominated by the Buffalo Public Schools for a Community Schools National Forum Leadership Award. Most notably, in 2017 Baker received the nationally recognized Athena Award, which is considered the highest award presented to a woman in Western New York, for

¹³ https://centeronschoolturnaround.org/wp-content/uploads/2018/08/CST_Quick-Start-to-Culture-Shift.pdf.

professional success and giving back to the community. And finally, United Way of Buffalo & Erie County was recognized by the Buffalo Public School district for its continued success and collaborative efforts within the school community. These awards are a reflection of the impact that the FSCS initiatives have made on the lives of students, families and community members being supported by this grant.

The success of the Full Service Community School model in the South Buffalo community is largely a result of the long standing 16 year relationship between the school district and consortium lead partner, UWBECC. This partnership has developed into an unprecedented commitment between families, community members, business, and government organizations. Leveraging existing and in-kind resources in the community has built a foundation to create sustainable networks to support the model. Continued resources provide a framework to develop a strong and self-sufficient community.

Extent to which the goals, objectives and outcomes to be achieved by the proposed program are clearly specified and measurable

Annual measurable performance objectives and outcomes

The Goals, Objectives and Outcomes of the UWCHCSP model were developed by a broad representation of diverse stakeholders with a 16 year history of developing highly effective community school initiatives. The process began with a comprehensive assessment of school and community needs leveraging district data from a variety of resources to include but not limited to: the Sweet Home School District School Climate Transformation Evaluation Summary (2017&2018), Consolidated ESSA Application (2019) 3-8 Assessment data (2018), school climate surveys and parent surveys. A thorough investigation of the assessments identified the need for:

- Increased student achievement (academic proficiency);
- Improved school climate (racial disproportionality, behavior and attendance); and
- Strengthened family and community engagement (school, family and community partnerships).

These measures are aligned with the FSCS model and were developed in partnership with the Center for Governmental Research (CGR), to support the aforementioned areas of need. The goals and objectives of this project are as follows:

Goal 1: Increase Student Achievement

Objective 1.1: Increase NYS math proficiency rate by 1 point resulting in a total of a five-point increase at the end of the five year grant period.

Objective 1.2: Increase ELA proficiency rate by 1 point resulting in a total of a five-point increase at the end of the five year grant period.

Objective 1.3: 90% of students identified as academically “at-risk” scoring below proficiency (1 or 2) on the New York State exam will be enrolled in academic intervention services (AIS)

Objective 1.4: 50% of students identified as academically “at-risk” will be enrolled in afterschool tutoring.

Objective 1.5: Increase proficiency of ENL students by 1 point every year on the New York State English as a Second Language Achievement Test resulting in a total of a five-point increase at the end of the five year grant period.

Objective 1.6: Increase proficiency by one point on the NYS 8th grade science exam totaling a five point percentage increase at the end of the five year grant period.

Objective 1.7: 80% of UPK students will be ready (based on kindergarten screening tool) at the end of UPK programming year.

Goal 2: Improve School Climate

Objective 2.1: Decrease the amount of Black students suspended resulting in a total decrease of 25% by the end of the 5 year period.

Objective 2.2: Decrease the amount of office disciplinary referrals of black students resulting in a total reduction of 15% by the end of the five year grant cycle.

Objective 2.3: Decrease the amount of students with a disability suspended resulting in a total decrease of 5% by the end of the 5 year period.

Objective 2.4: Each year teachers will receive cultural proficiency training resulting in 100% of the teachers trained at the end of the five year period.

Objective: 2.5: Each year 20% of teachers will receive trauma informed professional development resulting in 100% of teachers trained at the end of the five year period.

Objective 2.6: Each year 10% or more students will be targeted for services using baseline data from the previous year.

Objective 2.7: Each year reduce chronic absences by at least 5% and by 25% at the end of the five year grant period.

Goal 3 Strengthen Family and Community Engagement

Objective 3.1: Each year three workshops will take place highlighting the resources available to the family and community members.

Objective 3.2: 85% of parents and guardians will report an improved engagement with school.

Objective 3.3: Each year (1) new community partnership funded or unfunded will be added to the community school model.

Objective 3.4: Each year an additional 10% of parents and family members will be targeted for services using baseline data from the previous year.

Overview of Existing and Proposed Services

Our FSCS model has identified a whole school, community and family approach that focuses on intervention and prevention to improve climate and culture for the school and the larger Cleveland Hill Community. Positioning the school at the center of the community creates access to resources for families, students and residents. Our integrated student supports strategy is anchored by two experienced full-time Site Facilitators, one who will serve the Elementary School and one who will serve the Middle School. The Site Facilitators will coordinate programing and leverage existing community resources to meet the comprehensive needs of the school community. This all-inclusive approach to service delivery is designed to meet the needs of all students in the schools and broker relationships with businesses and partner organizations to build capacity. The Site Facilitators play a critical role ensuring services are focused, non-duplicative, and comprehensive while also facilitating service integration at both the school-wide level and for individual students and their families. In many respects, our Site Facilitator is considered a "community organizer" who creates, strengthens, and maintains the bridge between the school and community. The Site Facilitators will provide leadership to the collaborative process and develop a continuum of services that is seamless for children, families, and community members within the school neighborhood.

UWCHCSP recognizes the value of creating a **continuum of supports** to mitigate gaps in resources ensuring services are comprehensive and extend beyond the classroom along a **Pre-K-12th grade pipeline**. Although only the Elementary and Middle schools are eligible for

funding under this grant, our program design is seamless and includes integrated services from pre-K to high school. Pipeline services in the District, both currently existing and proposed through this project, are as follows:

High quality early childhood education programs

The educational, social and economic benefits of Universal Pre-K for children and families cannot be overstated. In the absence of traditional pre-K state funding for low income communities, the District partnered with Edukids, a community business organization to provide **high quality early childhood UPK programing** to prepare children for kindergarten.

High-quality school and out-of-school time programs and strategies

Expanded learning time during and after school is provided by YWCA of WNY. Programing is trauma informed and aligned with school curriculum and student individual education plans (IEP). According to Farbman & Novoryta, a longer day opens up opportunities to foster children’s development across cognitive, social, physical, and emotional domains by: (1) quality educational programing, (2) developing child-adult relationships and (3) enabling teachers to collaborate with partners for student development¹⁴.

Support for school and workforce transitions

Our pipeline provides **transitioning supports** from pre-K to kindergarten for both the students and the families through our partnership with EduKids. Specific academic, social and emotional skills are developed in the classroom and shared with parents to ease the transition. Kindergarten readiness assessments are conducted to identify pre-kindergarten needs of each individual student. Elementary school students moving up to middle school participate in

¹⁴ Farbman, D. A., Novoryta, A., & National Center on Time & Learning. (2016). Creating Learning Environments in the Early Grades That Support Teacher and Student Success: Profiles of Effective Practices in Three Expanded Learning Time Schools. National Center on Time & Learning. National Center on Time & Learning. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED570690&site=ehost-live&scope=site>

“Where Everybody Belongs” a robust yearlong student transitioning program. The program provides middle school orientation, academic follow ups, social follow ups and leader initiative contacts. Effective transitioning from Middle school to high school is a priority for the school district. Middle school students and parents attend an orientation and work closely with the guidance counselors to select optimum classes and programing to facilitate student success. To achieve improved student achievement and **preparation for college and career** among the numerous at-risk and poverty-affected children and youth in the district, the consortium will integrate eligible services that show proven results and reflect well-informed, up-to-date research. Such research has shown that social-emotional and basic needs support must be intertwined with learning goals to attain strong academic achievement among low-income students.¹⁵ FSCS-CTG will integrate service components in a comprehensive system of care to meet the individual needs of students. FSCS-CTG services will positively impact mutually agreed upon goals and student-related measures.

Family and community engagement

Community-based supports

Social, health, nutrition, and mental health services and supports

Title 1 funding currently supports opportunities for **family and community engagement**. The school district hosts a community book club, diversity night and math enrichment after school and on the weekends. However, district staff and community reports point to a gap in family and community engagement. Therefore, FSCS funds will be used to expand engagement and **community based supports** to include mental health services for the students and

¹⁵ Lee, V.E., J.B. Smith, T.E. Perry and M.A. Smylie, (1999) Social support, academic press and student achievement. The Role of Academic Press. A view from the middle grades in Chicago: Chicago. Chicago Annenberg Challenge.

neighborhood residents. District enrollment records demonstrate an increasing number of students with significant mental health needs. Understanding that the student body is a microcosm of the larger community, the consortium will partner with Gateway Longview a Behavior and Mental Health provider to create an outpatient mental health clinic. Outpatient services consist of individual, group and family services that will be extended to families and community members in the Cleveland Hill School district. Furthermore, Gateway will provide a licensed mental health counselor to be shared between the targeted schools to coach teachers and provide much needed individual and group support for the students. This partnership will provide a seamless process and collaborative approach to caring for the whole child.

Looking at the data it appears office disciplinary referrals are down. However, a closer look at the figures reveals African American children represent a disproportionate amount of behavior referrals and suspensions within the district. For that reason, our consortium is hiring a licensed behavior specialist to be shared by both schools to train the teachers and build capacity to decrease the behavior gap and the overall disciplinary referrals. A study conducted by Vincent et al. (2011) presented the positive effects of quality behavior intervention and coaching to reduce the disciplinary referrals and reduce disproportionate racial gaps¹⁶.

Juvenile crime prevention and rehabilitation

Postsecondary and workforce readiness

Finally, FSCS funds will be instrumental in the expansion of our **Juvenile crime prevention** and mentoring initiative, which aligns with the national My Brother's Keeper minority youth program and includes the expansion of hours for the current School Resource

¹⁶ Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. *Journal of Positive Behavior Interventions*, 13(4), 219-229.

Officer. Through an established partnership between the Cleveland Hill School District and the Cheektowaga Police Department, students are able to participate in a variety of real-world opportunities that includes a local African American Fathers positive role model group, Meals on Wheels, and community job shadowing. This partnership expands our ability to provide activities that support **postsecondary workforce readiness opportunities** and engage with Black boys who historically have documented less than favorable perceptions of law enforcement. Data shows that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career. For instance, large disparities remain in reading proficiency, with 86 percent of Black boys and 82 percent of Hispanic boys reading below proficiency levels by the fourth grade – compared to 58 percent of White boys reading below proficiency levels. Additionally, the disproportionate number of Black and Hispanic young men who are unemployed or involved in the criminal justice system alone is a perilous drag on state budgets, and undermines family and community stability. These young men are more than six times as likely to be victims of murder as their White peers and account for almost half of the country’s murder victims each year¹⁷. Overall, research confirms what we know anecdotally, that mentoring works. A number of studies through the years have revealed a correlation between a young person’s involvement in a quality mentoring relationship and positive outcomes in the areas of school, mental health, problem behavior, and health¹⁸.

¹⁷White House Fact Sheet, <https://obamawhitehouse.archives.gov/the-press-office/2014/05/30/fact-sheet-report-opportunity-all-my-brother-s-keeper-blueprint-action>, accessed 4/15/19

¹⁸Eby, L., Allen, T., Evans, S., Ng, T., & DuBois, D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2), 254-267.

Extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

This Consortium proposes a project that will create the Full Service Community School model in the Cleveland Hill School District by enabling the Elementary and Middle Schools to:

- Participate in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and
- Provide access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends) and during the summer.

This project is built around the four Community School pillars, as evidenced in the program design described in the previous section. Its foundations are **integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice.**

The District, through its Title I application and its School Climate Transformation Grant, has clearly articulated the academic, social and behavioral needs of its student population. The District has done exemplary work toward achieving significant outcomes against those needs through the SCTG. Implementing this evidence-based model in Cleveland Hill will leverage and expand on work already being done in the District, address continued challenges in the areas of **academic proficiency, behavior, mental health and disproportionality**, and create a path toward sustainability for comprehensive, coordinated services throughout the District.

QUALITY OF THE PROJECT SERVICES

Likely impact of services provided by the proposed project on the intended recipients of those services

The UWCCSP is proposing to add several additional evidence based high quality services to meet of the needs of the students, families and community members. These services and providers have been selected based on the needs of the student population and community as articulated in this proposal. Project goals and objectives are aligned against the needs articulated by the District, and services to be delivered are aligned against those goals and objectives.

Although the model is based on a pipeline continuum of services beginning with high quality early childhood programming through postsecondary and workforce development supports, the narrative below reflects only proposed FSCS partnerships that will be implemented at Cleveland Hill Elementary and Cleveland Hill Middle School through this grant request.

Proposed Services

YWCA WNY Site-based Facilitation

A full-time FSCS Site Facilitator at each school is critical to the success of the model and its service delivery objectives. A full-time site facilitator will be hired by **YWCA of WNY** to identify and assess ongoing needs of schools' students and their families in collaboration with the building principal and community partners. The Site Facilitator will manage optimal coordination/integration of school- and community-based services, programs, and supports to remove barriers to academic achievement for at-risk students. He/she will:

- plan, implement, and support school-wide student/family initiatives;
- link and refer students and families to resources;

- collect and manage data on student progress, family involvement, and referrals; and coordinate school/partner agency meetings to achieve family engagement and other outcomes.

The primary function of the FSCS Site Facilitator is to ensure coordination and integration of services that show a positive impact on core outcomes. The Site Facilitator develops a personal relationship with every student, teacher, and parent/guardian in the school and serves as the entry point for services.

The services outlined below are aligned against the project goals, which are as follows:

Goal 1: Increase Student Achievement

Goal 2: Improve School Climate

Goal 3: Strengthen Family and Community Engagement

YWCA WNY - Goals 1, 2, 3

Services Provided:

- Expanded Learning Time & Academic Enrichment
- Mentoring
- Family engagement
- Trauma-Informed Care

YWCA WNY's afterschool program at Cleveland Hill Elementary School is provided Monday through Friday, 3pm to 6pm, during the school year, and is licensed through New York State Office of Children & Family Services. Daily snack is provided. Delivered through a lens of trauma-informed care, the program has three priority focus areas: academic (improving literacy and math skills), social emotional development, and wellness. These priority areas are addressed through academic supports and enrichment activities that are designed to promote self-esteem, as

well as appreciation and respect for the unique value each child brings to the program, the school community, and the community at-large.

For over 25 years, YWCA Western New York (YWCA WNY) has provided outstanding afterschool/out-of-school time programming to children and teenagers ages 5-18. YWCA WNY has a long tradition of delivering comprehensive and high quality services that foster healthy development and nurture the potential of every child and teen. Its afterschool/out-of-school time programming provides educational, social, emotional, and wellness enrichment activities that promote school success and family involvement, and reflect the cultural diversity of participants. Further, through relationships developed with families, YWCA WNY identifies additional needed services, and provides families linkages and referrals to community providers.

According to a 2012 Community Needs Assessment issued by United Way of Buffalo and Erie County, ensuring that children can be successful in school through graduation requires a wide network of social supports and enrichment activities that improve academic performance and reduce high-risk behavior. Key strategies in this effort include mentoring, high-quality afterschool/out-of-school programming, family engagement, and community school models. Mentoring, afterschool/out-of-school programming, and family engagement are proven to increase academic success and overall development for young people by helping them improve their attendance, academic achievement, work/study habits, socio-emotional skills, interest and engagement in learning, and grades and standardized test performance. Ultimately, these improved skills can help students move successfully through school to graduation, higher education, and provide foundation for continued life success.

YWCA WNY currently works in partnership with Cleveland Hill Elementary to ensure that the School's Tier 1 PBIS strategies focused on respect, responsibility and safety are woven

into the afterschool program. YWCA WNY classroom staff prepare daily lesson plans, which include a wide range of activities to meet individual needs of the children, including supporting strategies outlined in individual educational plans (IEPs). YWCA WNY partners with the family, school administration, faculty and staff regarding developmental or behavioral challenges, and provides additional referrals and linkages as necessary based on identified needs of the student and family. This includes additional services and supports provided by YWCA Western New York.

Cheektowaga Police Department School Resource Officer - Goals 2, 3

Services Provided:

- Mentoring
- Family Engagement
- Post-secondary support
- Behavior support
- Attendance
- Juvenile crime prevention

The National Association of School Resource Officers (NASRO) recommends that every school have at least one carefully selected, specially trained School Resource Officer. School districts such as Cleveland Hill, with high rates of economically disadvantaged families and higher than average rates of community conflict, benefit most from the supports and services a school resource officer can provide.

Funding through the Full Service Community Schools grant would allow the District to increase their hours from 5 hours to 16. This would allow the District to implement a student mentorship program. The NASRO recommends a “triad concept” to define the three main roles

of school resource officers: educator (i.e. guest lecturer), counselor/mentor, and law enforcement officer. In collaboration with the District, the School Resource Officer will implement mentoring based on The My Brother's Keeper Program recommended by the Obama Administration in February of 2014¹⁹. This evidence based mentorship program focuses specifically on mentoring boys and young men of color. African American boys in the Cleveland Hill are suspended at a higher rate than their white peers. It is a goal of the District to correct disproportionality. Additionally, research shows that mentoring aligned with the work of a School Resource Officer supports the building of relationships with students and their families; this will strengthen community partnerships. The SRO can also provide a direct link to community supports and services based on the needs of individual students and their families.

School Resource Officers are carefully selected and trained to work within the school setting. The Officer's law enforcement knowledge and specialized SRO training combine to form mutually beneficial partnerships with school districts. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting the educational mission of the school. Police Officer Patterson is the SRO for the Cleveland Hill School District. Officer Patterson has over 16 years of service with the Cheektowaga Police Department. He was selected to work with the Cleveland Hill UFSD for his quality characteristics along with his community-focused approach to law enforcement. He is an excellent role model for students, and is known for his ability to develop positive

¹⁹ <https://obamawhitehouse.archives.gov/the-press-office/2014/05/30/fact-sheet-report-opportunity-all-my-brother-s-keeper-blueprint-action> , retrieved 4/15/19.

relationships with diverse populations. We are confident that he would be a highly effective mentor for at risk students.

Informed by *The Guide to Mentoring Boys and Young Men of Color* designed by the My Brother's Keeper Alliance and MENTOR: The National Mentoring Partnership²⁰, the School Resource Officer Partnership will focus on 3 areas of need identified by student data at the Middle Level (1) Disproportionality of suspension of African American Students (we have been identified by NYS 7 of the last 8 years) (2) Chronically absent and transient Students: Student data demonstrates that 98% of our transient student population is either identified as being chronically absent; Tier 3 level discipline referrals, and significantly educationally delayed. In most cases targeted students have been identified in all 3 areas (High Discipline Referrals, Poor Attendance, and new to the District).

Students participating in the partnership will engage with The Fathers Group, a local African American group of dads dedicated to providing positive role models to young men of color. Students will also volunteer with community based organizations to develop soft skills and expose them to potential career opportunities. These organizations include: Meals on Wheels, the SPC and other partners based on the interests/needs of the mentee.

The SRO can provide transportation to community activities at no additional busing cost to the district and will be able to meet with parents and mentees in their home during non-school hours when caregivers are more accessible. The SRO will help build a positive relationship with parents, the Cheektowaga police department and the school. Finally, the SRO will promote positive relationships between African parents and students with law enforcement in the Cheektowaga.

²⁰ <https://www.mentoring.org/new-site/wp-content/uploads/2016/05/Guide-to-Mentoring-BYMOC.pdf>

The current fourth edition of the *Elements of Effective Practice for Mentoring*²¹ was informed by a review of over 400 research studies and reports on mentoring (and related fields) published between 1990 and 2015. While there has been considerable growth in the research on youth mentoring in the last decade, it is important to remember that the full body of evidence on youth mentoring is still emerging and that there are many potentially effective practices for mentoring that are still largely unexplored or lack conclusive recommendations. For this reason, the *Elements* also incorporates practitioner-tested practices that support program safety and mentoring relationship quality. Data shows that boys and young men of color, regardless of socio-economic background, are disproportionately at risk throughout the journey from their youngest years to college and career. For instance, large disparities remain in reading proficiency, with 86 percent of Black boys and 82 percent of Hispanic boys reading below proficiency levels by the fourth grade – compared to 58 percent of White boys reading below proficiency levels. Additionally, the disproportionate number of Black and Hispanic young men who are unemployed or involved in the criminal justice system alone is a perilous drag on state budgets, and undermines family and community stability. These young men are more than six times as likely to be victims of murder as their White peers and account for almost half of the country’s murder victims each year²².

A 2011 meta-analysis of 73 mentoring program evaluations conducted between 1999 and 2010 found a host of positive outcomes for mentored youth, including benefits with regard to youth’s attitudes, motivation, social/relational skills, academic outcomes, and physical health²³.

²¹ Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). *Elements of effective practice for mentoring* (4th Edition). Boston, MA: MENTOR: The National Mentoring Partnership.

²² White House Fact Sheet, <https://obamawhitehouse.archives.gov/the-press-office/2014/05/30/fact-sheet-report-opportunity-all-my-brother-s-keeper-blueprint-action>, accessed 4/15/19

²³ Eby, L., Allen, T., Evans, S., Ng, T., & DuBois, D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*,

The results of this analysis indicated that across these domains, mentoring both prevents negative outcomes and promotes positive ones.

Gateway Longview - Goals 2, 3

Services Provided:

- Community engagement
- Mental Health
- Behavior support

The mission of Gateway Longview is working together to protect, to give hope and to enrich the lives of every child and family we serve. Gateway Longview is focused on empowering children and strengthening families throughout Western New York. Built on the guiding principles of Trauma-Informed Care, Gateway Longview holds an unwavering belief in the strong family unit as defined by the unique dynamics and strengths of each family and works with families, as they are the true experts for their distinct situations and goals. With this conviction, staff engage children, families and community partners to ensure stability as well as the social, mental and emotional wellbeing of children and families. In working together our core values are Integrity, Safety, Empowerment, Diversity, and Collaboration.

Established in 1890, Gateway Longview services have evolved to meet ever-changing needs, yet, our focus of inspiring a community where all children feel loved, safe, valued and capable of great achievements remains steadfast. Today, Gateway Longview cares for over 5,000 children and families through eighteen programs addressing Behavior Health and Prevention Services, Foster Care and Residential Treatment and Special Education.

Gateway Longview's Behavioral Health Clinics consist of two primary locations in Buffalo and Williamsville as well as 35 school-based clinics in Buffalo Public and Charter schools, Clarence, Sweet Home, Akron, Amherst, Iroquois, Lakeshore and Niagara Falls. Gateway Longview's successful collaboration with schools has proven an effective way to bring quality behavioral health services to many youth and families who benefit from therapeutic support.

Gateway, along with local school districts, have identified that many students are not receiving much-needed mental health supports. Students present with depression, anxiety, mood related symptoms, traumatic experiences, self-harming behaviors, interpersonal violence and relationship challenges to name a few. While school districts make numerous outpatient referrals, they find the referrals are not often followed through, or the connection between the school and the provider is challenging. A collaboration between Gateway-Longview and school districts allows for a seamless process and a collaborative approach to caring for the whole child. Recognizing children are presenting with mental health challenges at a younger age, working with these children and families sooner prevents an increase in behavioral health challenges. This will in turn have the potential for students to be more academically, socially, and emotionally successful. This type of collaboration further increases a positive sense of community and fosters relationships with the students and families.

Gateway, in collaboration with the school district licenses, an identified room within a district building, approved by the NYS Office of Mental Health, to provide outpatient mental health services to the students of the district who are identified as in need of support. Outpatient services consist of individual, group and family therapy; all services are supported and paid for by the identified child's insurance company and plan. Gateway provides the Licensed Mental

Health Clinician at no cost to the district and asks the district to not charge Gateway rent for use of the space on the day(s) Gateway is in the building providing services.

To support this collaboration, there are several non-billable start-up costs associated with the implementation of this service that Gateway looks to outside funders to support. Gateway utilizes an electronic medical record and therefore would purchase a new laptop and signature pad for the site. In addition Gateway would need to supply the new office with the needed therapeutic supplies to support the therapy process. Finally, Gateway values the collaborative relationship with its school partners and has found sites to be most successful when regular meetings, minimally 1 per month, occur between the clinician and key school personnel.

In addition to clinic services, Gateway-Longview employs Behavior Support Specialists. The Behavioral Support Specialist (BSS), located within a district building, works in collaboration with the Clinic and the district to identify those children who need additional support outside of the 1x per week clinical session. The BSS will link and refer the child, family to external resources to ensure success in areas related to the social, emotional, academic, and physical wellbeing. This may include activities such as referrals to a Health Home Program, homeless program, or primary care physician. In addition the BSS will work towards establishing behavior plans to increase student attendance and compliance with school expectations with the hope of fostering positive relationships with the child, family and school.

Nicole Wolasz, LCSW - Goals 2, 3

Services provided

- Trauma Informed Programing
- Professional development
- Juvenile crime prevention

Nicole Wolasz, the trainer identified to provide Trauma Informed professional development for the Cleve Hill School District, has been servicing youth & families in WNY since 1997. The selection of this provider demonstrates our commitment to selecting high-quality experienced professionals to implement the services identified in the grant. Nicole specializes in trauma therapy, family therapy & juvenile offender work. Additionally, Nicole is a Consultant for many local schools and several non-profit organizations on how to create a trauma-informed culture within the workplace. In addition to providing trainings in the area of Bullying Prevention & Anger Management, Nicole has presented internationally on use of Peacemaking Circles and serves as a national trainer for professionals for the Trauma Institute and the Child Trauma Institute.

The nature of trauma is that it can cause feelings of disconnection from the school community that undermine students' success. Experts explain that a welcoming, supportive community can help children overcome these feelings and diminish the severity of the trauma response. As schools are communities for children, these findings reinforce what many educators and parents already know implicitly –that a supportive school-wide environment can play a significant role in addressing the needs of students who have endured traumatic experiences. It is critical that children feel safe and connected to others in all parts of the school not just in one program or with one teacher. Furthermore, if students are to solidify their skills in developing relationships, in self-regulation, and in academic and nonacademic areas, and use these skills to participate fully in the school community, they need to practice and become fluent using them everywhere in the building, not only in one class or small group. Finally, school staff will not always know if a child's problems grow out of traumatic experiences.

The best approach is to make sure we provide trauma-sensitive learning environments for all children. A whole-school approach that values teamwork, coordination, and collaboration will enhance the school experience for all. Becoming a trauma-informed school requires a layered approach to create an environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings and emotions of others.

With the proposed FSCS funding teachers will receive three sessions of trauma informed training for a total of 11 hours during the summer. The sessions include the following topics:

Session 1 (4 hours)

What Makes an Event Traumatic?

1. Re-experiencing,
2. Avoidance
3. Negative Beliefs of Self
4. Hypervigilance & Arousal

Session 2 (3 hours)

Dysregulated Child

1. what does this “look like” within the classroom?
2. Relationship Basic Formula
3. Window of Tolerance: how do we respond to stressors
4. Hyperarousal and Hypo-arousal
5. How can teachers & other school staff help to increase the WOT for each student?
6. Soothing & Grounding Skills
7. Creating a Trauma Informed Space within the Classroom

Session 3 (4 hours)

What is Meditation & Mindfulness?

1. Research on Meditation in the School Environment
2. Mindfulness Through: Breath, Guided Imagery, Sensory Experiences, Movement. Practice.
3. Mindful Games to Play with Students in the Classroom
4. How can you take back Meditation & Mindfulness to your classrooms and the school setting?
5. Brainstorm what may work, develop and action plan to put into place.

Cleveland Hill School District- Goals 2, 3

The Cleveland Hill School district will hire a highly qualified **Behavior Specialist** with knowledge and skills necessary to assist individuals, groups and systems through the application of positive behavior supports. The Behavior Specialist helps coordinate functional assessments of behavior and behavior intervention plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. The behavior intervention specialist also provides classroom and school-wide behavior management strategies. He or she will provide leadership and direction at the school and district level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. Additionally, the behavior specialist works directly with identified students to adopt behaviors that substantially increase their academic performance. These students are the lowest achieving students who have been identified by the child study or the PBIS teams as requiring substantial supplemental behavior intervention and support. Under the supervision of the building principal and Assistant Superintendent, the Behavior Specialist will provide diversified strategies and

activities specifically designed for targeted students. Finally, the behavior will ascribe to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality.

These services will be provided in the larger context of a suite of pipeline services already being provided in the District. Existing and proposed services are shown in table format below:

EXISTING PIPELINE SERVICES	Early Childhood	Cleveland Hill Elementary	Cleveland Hill Middle	Cleveland Hill High School
High quality early childhood	EduKids UPK	UPK		
Expanded learning time		YWCA	YWCA	
Academic support/ remedial		Reading and math intervention	Reading and math intervention; after-school tutoring	AIS in math, ELA, social studies and science for students not meeting the academic

				learning standards
Transitioning supports	EduKids	New Student Screening and Kindergarten Screening	“Where Everybody Belongs”	Freshman Mentoring-off campus training for mentors
Family & Community Engagement		Family Resource Center- social worker to provide free family counseling 1 night per week for families and community members	Book Club; Diversity night- including refreshments, supervision; Girls On The Run; Family Resource Center	

Juvenile Crime prevention		SRO across all 3 buildings and programs (5 hours/week)	SRO across all 3 buildings and programs (5 hours/week)	SRO across all 3 buildings and programs (5 hours/week)
Mentoring / youth development		Check and Connect/Check In- Check Out	Check and Connect/Check In-Check Out -	Check and Connect/Check In-Check Out -

PROPOSED PIPELINE SERVICES	Cleveland Hill Elementary	Cleveland Hill Middle
Expanded learning time	YWCA	YWCA
Mental Health	Gateway Longview Mental Health Clinic & Mental Health Counselor	Gateway Longview Mental Health Clinic & Mental Health Counselor
Behavior supports	Cleveland Hill District	Cleveland Hill District

Teacher training & professional development	Nicole Wolasz, LCSW	Nicole Wolasz, LCSW
Family & Community Engagement	YWCA	YWCA
Youth Development & Mentoring	Cheektowaga Police Department School resource officer	Cheektowaga Police Department School resource officer
Community- based supports	Gateway Longview Mental Health Clinic & Mental Health Counselor	Gateway Longview Mental Health Clinic & Mental Health Counselor
Juvenile Crime prevention	School Resource Officer (increased from 5 hours/week to 16 hours/week)	School Resource Officer (increased from 5 hours/week to 16 hours/week)

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

This project incorporates a number of promising practices and evidence-based activities, strategies and interventions as described in the Quality of the Project Services narrative. These activities, strategies and interventions include:

Provider	Strategy	Citation
YWCA Cheektowaga Police Department	Mentoring My Brother's Keeper	Eby, L., Allen, T., Evans, S., Ng, T., & DuBois, D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. <i>Journal of Vocational Behavior</i> , 72(2), 254-267. Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). <i>Elements of effective practice for mentoring (4th Edition)</i> . Boston, MA: MENTOR: The National Mentoring Partnership.
YWCA WNY	Site Facilitation	What Do We Know About Full-Service Community Schools? Integrative Research Review With NVivo; Mina Min, Jeffrey Alvin Anderson, and Minge Chen; January, 2017. <i>School Community Journal</i> , 2017, Vol. 27, No. 1. Available at http://www.schoolcommunitynetwork.org/SCJ.aspx
Nicole Wolasz, LCSW	Trauma Informed Treatment	Greenwald, R., Siradas, L., Schmitt, T. A., Reslan, S., Sande, B., & Fierle, J. (2012). Implementing trauma-informed treatment for youth in a residential facility: First-year outcomes. <i>Residential Treatment for Children & Youth</i> , 29, 1-13.

		Becker, J., Greenwald, R., & Mitchell, C. (2011). Trauma-informed treatment for disenfranchised urban children and youth: An open trial. <i>Child & Adolescent Social Work Journal</i> , 28, 257-272.
YWCA WNY	Expanded Learning Time	Farbman, D. A., Novoryta, A., & National Center on Time & Learning. (2016). <i>Creating Learning Environments in the Early Grades That Support Teacher and Student Success: Profiles of Effective Practices in Three Expanded Learning Time Schools</i> . National Center on Time & Learning. National Center on Time & Learning. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED570690&site=ehost-live&scope=site

Therefore, this project meets the requirements for Competitive Preference Priority 4.

Extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

This project has been developed collaboratively among all Consortium partners to ensure comprehensive services that adequately address identified student and community needs. The Consortium members have demonstrated their commitment to effective program delivery and collaborative leadership through their participation in the service development process and their execution of a detailed Memorandum of Understanding, which is attached to this proposal.

Although this specific Consortium has been formed for this project, Consortium partners have many existing interrelationships that will foster trust and effective performance. In addition, each brings a diverse set of other relationships and community resources and partners that can inform and enrich the project as a whole.

Finally, this project leverages UWBECC's extensive history of managing coalitions and partnerships, including two five-year USDOE FSCS grants in the Buffalo Public School District. UWBECC will provide leadership for this project, regularly convening partners to review data, identify challenges, and ensure fidelity to the FSCS model and effective service delivery to meet the needs of the Cleveland Hill population.

ADEQUACY OF RESOURCES

Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

As lead partner, **UWBECC** will provide project leadership and oversight and serve as fiscal agent for the grant throughout the term of the proposed project. The **Cleveland Hill School District** has clearly identified the needs of the school community and has demonstrated a commitment to continuing the work made possible through its School Climate Transformation Grant through this program. **YWCA WNY** currently provides after-school services at Cleveland Hill Elementary and has a deep understanding of the school community and culture. **Gateway Longview** has expertise in delivering services that will meet the needs articulated by the District, and has specific expertise working within a Community Schools model in the City of Buffalo. The **Cheektowaga Police Department** currently has a strong presence in the District and will be able to expand that presence through this grant. **Nicole Wolasz, LCSW**, has been selected to

provide trauma informed training to teachers at the targeted schools, enabling them to more effectively serve the students in their care. **CGR** has experience evaluating UWBECC's current Full Service Community Schools project in the Buffalo Public School District, and as such understands the FSCS model and the interdependency of and relationships among project partners.

The mission and services of each Consortium member are as follows:

United Way of Buffalo & Erie County (lead applicant): Since 1917, the United Way of Buffalo & Erie County has been bringing people, organizations and resources together to improve community well-being. Founded to raise resources for needed community services in Erie County during World War I, United Way's mission throughout the years has been to identify needs and bring the community together to respond. Over the years it has evolved into a transformational force that brings people, organizations, and resources together to create positive change. United Way not only provides direct financial support for critical health and human service programs through a volunteer--driven Community Investments process, but we also build partnerships and capacity in the community through coalitions and collaborations that bring many stakeholders together to accomplish far more than each can accomplish alone.

Cleveland Hill Union Free School District (LEA): Cleveland Hill is a single campus district educating 1284 students with one elementary, one middle and one high school located on a 28-acre site in the center of the district. The District is very small compared to many of its neighbors in Erie County. While this presents some difficulties, it also provides an outstanding opportunity to maximize on this characteristic and offers teachers and staff an opportunity to meet the needs of a diverse student body. The district is able to focus on the individual learner in

order to stress academic excellence and social responsibility as preparation for higher education or the world of work.

YWCA WNY: YWCA Western New York is dedicated to eliminating racism, empowering women and promoting peace, justice, freedom and dignity for all. Their vision is a thriving community without divide. Since YWCA WNY's founding in 1870, it has been on the forefront of the violence and what we can do to end the cycle of violence. Its primary services are **Children and Youth Services; School House Commons Early Childhood and School Age Child Care; After-School at Cleveland Hill Elementary; Lackawanna Middle School Extended School Day Programming; Children's Centers in the Courts; and Teen Empowerment & Mentoring Program.**

Gateway Longview: Gateway Longview is committed to working together to protect, to give hope, and to enrich the lives of every child and family they serve. Gateway Longview works toward societies in which each person's value is recognized, maintained and strengthened. They support the basic rights of all persons to have equal access to housing, education, employment, medical care, legal redress for grievances, and physical protection. Gateway Longview provides a wide variety of services including **Behavioral Health; Community-based Services including Kinship Care, Preventive Services, Supervised Visitation and Youth Engagement Services; Residential and Day Treatment Special Education Services; and Residential and Foster Care Services.**

Nicole Wolasz, LCSW: Nicole Wolasz has been serving youth & families in WNY since 1997. She specializes in **trauma therapy, family therapy & juvenile offender work.** Additionally, Nicole is a Consultant for many local schools and several non-profit organizations on how to create a trauma-informed culture within the workplace. In addition to providing

trainings in the area of Bullying Prevention & Anger Management, Nicole has presented internationally on use of Peacemaking Circles and serves as a national trainer for professionals for the Trauma Institute and the Child Trauma Institute.

Center for Governmental Research (CGR): Founded in 1915, CGR has been delivering expert support to the public, nonprofit and private sectors for a century. Originally, they were incorporated as the Rochester (NY) Bureau of Municipal Research, and were established by founder George Eastman with a mandate to “get things done for the community” they call home. Although their passion for delivering promising solutions has never changed, both the geographic area and clients they serve have broadened dramatically. Today they have a national reach and can be found working with a diverse range of agencies, organizations and communities. CGR’s multi-disciplinary team brings deep policy, financial and analytical expertise, and an industry-leading reputation for objective, fact-based analysis and consulting in four practice areas: **Government & Education, Economics & Public Finance, Health & Human Services, and Nonprofits & Communities.**

Each Consortium partner has demonstrated its commitment to the implementation and success of the project through their active participation in the planning and design of the proposed services. Partners have signed a detailed Memorandum of Understanding, which is attached to this application, and have provided letters of support for this application. In addition, Consortium members have identified a five-year total of \$1,835,948 in in-kind and other matching resources to contribute to this project to ensure that the services delivered achieve maximum impact for students, families and the community.

Competitive Preference Priority 2: Broadly Representative Consortiums

As reflected above, the members of the UWCHCSP Consortium provide a wide range of services to individuals and families of all ages in Erie County. Each has a long tradition of service to the community, and each serves a population that reflects the diversity of the Western New York community. Therefore, this project meets the requirements for Competitive Preference Priority 2.

Extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

This project proposes to serve a total of 896 students (620 Elementary and 276 Middle School) for a cost of \$499,871 in year 1 - a per-student cost of \$558. These costs are reasonable given the level of coordination and the scope of services to be provided. The Federal funds secured through this project will supplement existing programming, and Consortium partners have identified an additional \$348,700 (\$389 per student) in non-Federal resources in year 1, including in-kind matching funds, for ancillary services as well as support for coordination and project infrastructure.

Plans for sustaining the programs and services described in the application after the grant period

The Cleveland Hill School District has a range of services in place that address the needs of the student population, their families, and the wider community. UWBECC has more than a decade of experience implementing the Full Service Community Schools model in a high-need district. YWCA WNY and the Cheektowaga Police Department have a history of partnership serving students in the District. Gateway Longview has extensive experience delivering its proposed model in another high-need district. If awarded funding through this program, this

Consortium is well prepared to build the infrastructure to sustain program services after the end of the project period.

Consortium partners will leverage existing services within the District, utilizing grant dollars to supplement available services that address the needs articulated in this proposal and enhance the outcomes for students, families and community members. The members of the Consortium have committed a substantial level of matching resources, demonstrating their commitment to the success of the project during and beyond the term of the grant. The District is committing significant resources in year 1 to the hiring of an in-District Behavior Specialist - a key resource that does not currently exist and which the District is committed to sustaining by providing funding for the position throughout the term of the grant.

UWBEC, in its role as lead partner, can leverage not only its experience implementing the model, but can also tap into innovative program and sustainability strategies through its participation in the national United Way Community Schools Learning Network, of which the Project Director, Melodie Baker, is co-Chair.

QUALITY OF THE MANAGEMENT PLAN

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

The members and high-level responsibilities of the UWCHCSC Consortium are clearly defined as follows (detailed description of program services can be found in the Quality of Project Services section):

United Way of Buffalo & Erie County: Serve as Lead Applicant, responsible for grant administration and management; oversee program execution and evaluation; manage Coalition membership to ensure success

Cleveland Hill Union Free School District: Oversee implementation of Full Service Community Schools model in Elementary and Middle Schools; oversee Behavior Specialist (to be hired); participate fully in Coalition meetings; provide data as needed to ensure effective evaluation

YWCA WNY: Hire and supervise Site Facilitators; provide on-site services to students and families; participate fully in Coalition meetings; provide data as needed to ensure effective evaluation

Gateway Longview: Hire and supervise Mental Health Counselor; provide on-site services to students and families; participate fully in Coalition meetings; provide data as needed to ensure effective evaluation

Cheektowaga Police Department: Supervise School Resource Officer; participate fully in Coalition meetings; provide data as needed to ensure effective evaluation

Nicole Wolasz, LCSW: Provide trauma informed training to Cleveland Hill School District personnel

Center for Governmental Research (CGR): Design and conduct comprehensive evaluation to measure project progress against clearly specified objectives and performance measures

Each partner has signed a detailed Memorandum of Understanding outlining specific responsibilities. The timeline of major grant activities, including responsible parties and milestones, for the five-year grant period is as follows:

Timeline of Major Grant Activities Years 1-5 (2019-2024)

Project Activities	Timeline	Responsibility	Milestones/Benchmarks
Submit grant approval to the Board of Education for approval	September 2019	CHSD Superintendent	Approved project
Award announcement & Press conference	September 2019	Project Director & consortium	Community is aware of funding and new resources
Review MOU's and contracts with partners	September 2019	Project Director	Fully implemented contracts
Convene stakeholders and partners to begin planning	September 2019	Project Director	Stakeholders and partners review and fine tune planning document
Training and orientation for stakeholders and	September 2019	Project Director	Stakeholders are trained

partners			
Conduct interviews	September - October 2019	Partners, district and Project Director	Hired staff
Purchase supplies and technology	September 2019	Partners and Project Director	Supplies purchased
Site facilitators start	October 2019	YWCA	Staff in the school
New staff orientation	November 2019	New staff, Project Director and partners	Staff oriented
Community meeting	November 2019	Project Director and consortium	Share with the larger community resources that are being offered through FSCS
FSCS Partner meeting (monthly)	December 2019- 2024	New staff, Project Directors and partners	New staff is aware of expectations, goals and performances measures

			for the grant.
Program implementation begins	January 2019	Partners, district project staff and Project Director	Execution of FSCS project
FSCS Partner meeting	February 2019-2024	Project Director	Discuss first month of implementation
Planning for mid-year report	February 2019-2024	Project Director, evaluator & partners	Prepared for report
FSCS meeting	March 2019-2024	FSCS consortium	Review strengths challenges of model
Begin quarterly stakeholder meetings	2019-2024	Project Director & stakeholders	Collaboration, leadership & practice
FSCS Consortium meeting	April 2019-2024	FSCS consortium	Review strengths challenges of model modify as necessary

Parent workshops	April 2019-2024	Partners	Parents will be aware of services offered and progress
FSCS Consortium meeting	May 2019-2024	FSCS Consortium	Review strengths, challenges of model modify as necessary
End of year awards ceremony	May 2019-2024	FSCS Consortium, stakeholders and district	Celebrate progress, success of students, staff and partners
FSCS Consortium meeting	June 2019-2024	FSCS Consortium	Summer and Fall FSCS planning
Trauma Informed Teacher professional development	June-August 2019-2024	BOCES & District	Teachers trained
FSCS Consortium meeting	August 2019-2024	FSCS Consortium	Planning for Fall 2019
FSCS Final report	September 2019-	FSCS Evaluator,	Reviewing monthly

planning	2024	Project Director and consortium	reports and data for final report
Final report due	October 2019-2024	Project Director & Evaluator	Project expectations met

Competitive Preference Priority 3: History of Effectiveness

Although this specific Consortium has been formed for this project, its members have a long history of successful collaborations that have achieved outcomes for students and families in Western New York, both within and outside the context of the Full Service Community Schools model.

UWBEC and YWCA-WNY, through its CEO, have successfully implemented the FSCS model in the Buffalo Public School District, achieving or exceeding intended project outcomes on time and within budget. The Cleveland-Hill School District is currently in the final year of a five-year US Department of Education School Climate Transformation Grant; the most recent evaluation report indicates that the District is making excellent progress toward program goals. YWCA is currently providing afterschool programming within the District. Gateway Longview has a history of providing services within the Community Schools model in the Buffalo Public School District. The Consortium will leverage these relationships to foster success for students, families, and the Cleveland Hill community. Therefore, this project meets the requirements for Competitive Preference Priority 3.

Extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project

This project will be overseen by Project Director **Melodie Baker, Education Program Director at United Way of Buffalo & Erie County** (resume attached to this application), with grant support for 25% of her time. Ms. Baker has extensive experience in leading United Way's current Full Service Community Schools - Closing the Gap Consortium in the Buffalo Public School District. Ms. Baker is a co-chair of the national United Way Community Schools Learning Network and a member of the 2019 Promise Neighborhood/FSCS Conference advisory council. She has been asked to lead numerous FSCS workshops at the past three national conferences - including being selected as the October 2018 closing plenary keynote speaker. In 2018 Ms. Baker was nominated by the Buffalo Public Schools for a Community Schools National Forum Leadership Award.

Ms. Baker will provide overall leadership for the UWCHCSC Consortium, convening regular meetings of the Consortium and ensuring the smooth and impactful execution of the project. She will work closely with each Consortium member individually to ensure that any barriers to project success are addressed so that outcomes can be achieved for students, families and the community. She will serve as liaison with the US Department of Education for progress, reporting, and fiscal management.

Ms. Baker's grant administration responsibilities will be supported by **UWBEC's Accounting and Payroll Manager, John Czarnecki**. The grant will support 5% of Mr. Czarnecki's time; an additional 5% has been committed as in-kind support for this proposal. Mr. Czarnecki serves as our financial administrator and has more than 30 years of experience in the

accounting field including extensive experience with Federal, State and local grants. He holds an Associate's degree from Bryant & Stratton. Mr. Czarnecki is the manager of operating funds, the accounts payable, and payroll, and provides general ledger accounting including month end and year end closes.

School District leadership will be provided by **David E. Evans III, Assistant Superintendent of Pupil Personnel, Cleveland Hill Union Free Schools** (resume attached to this application). Mr. Evans has been a district administrator at Cleveland Hill Union Free School District for 9 years. Prior to that, he spent 7 years as a Speech-Language Pathologist and Teacher on Special Assignment at the Cleveland Hill Elementary School. Mr. Evans currently oversees a 5 year, 1.2 million dollar School Climate Transformation Grant, as well as all IDEA, Title and NYS competitive grants. Mr. Evans will oversee the execution of the project within the Elementary and Middle Schools, and will serve as an integral member of the Consortium's leadership team. In-school leadership will be provided by the Elementary and Middle School principals, who will provide on-site support to ensure successful execution of program strategies:

Andrea Kersten, Principal, Cleveland Hill Middle School (resume attached to this application): Mrs. Kersten has served as the Principal of the Cleveland Hill Middle School since 2012. She has led the Title I school in its school turnaround efforts. Student achievement gains within the building have led it to be designated as "Boosting Achievement of Economically Disadvantaged Students". She has led the building in improving from a ranking of 101 to 28 in the Business First of Buffalo ranking.

Patrick D. McCabe, Principal, Cleveland Hill Elementary School (resume attached to this application): Mr. McCabe has served as a building administrator in the Cleveland Hill Elementary School for 13 years. Prior to serving as Building Principal, Mr. McCabe served as

Assistant Principal and Special Education Teacher within the building. He has led instructional and behavioral changes in a school-wide renewal plan. Mr. McCabe has driven student achievement to high levels through the use of a data informed process that gives teachers agency within their classrooms.

The grant will support the addition of a **Behavior Specialist (to be hired)** by the District, who will be fully dedicated to this project. The Behavior Specialist will provide leadership and direction at the school and district level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Behavior Specialist will work directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance.

Two full-time **Site Facilitators will be hired by YWCA WNY** (one for the Elementary School and one for the Middle School), and will be fully supported by this grant. These site facilitators will have day-to-day responsibility for coordinating school and community services for students and their families. The CEO of YWCA-WNY, Jill Robbins-Jabine, who will provide oversight for the project within the organization, has a great deal of experience with the Full Service Community Schools model. Prior to joining YWCA WNY, Ms. Robbins-Jabine was Director of Education Investments & Initiatives with UWBEC, where she oversaw all elements of UWBEC's Full Service Community Schools - Closing the Gap Consortium, a collaboration between UWBEC, Buffalo Public Schools, Catholic Charities of Buffalo, government agencies and community partner providers. During Ms. Robbins tenure, Closing the Gap expanded from 8 schools to 14 schools, and the partner provider network grew from 20 agencies to over 35. Ms. Robbins was also responsible for oversight and management of the Consortium's \$2.5 million U.S. Department of Education FSCS grant.

Monthly consortium meetings throughout the grant period will be organized and led by the Project Director to review performance measures, plan and ensure the consortium is on track to meet objectives. These meetings will include program partners, school administration and existing community organizations. The project evaluator will provide a progress report and identify areas for improvement. Partners will have an opportunity to discuss, achievements, barriers to success and project needs. Strategies to overcome challenges will be identified, discussed and implemented as possible. Each meeting will be documented to ensure progress is being made and interventions are adequate.

QUALITY OF PROJECT EVALUATION

Extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

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

The UWCHCSP will partner with the Center for Governmental Research, Inc. (CGR) to conduct a comprehensive annual evaluation of this project. Founded in 1915, CGR has experience evaluating educational and social programs funded by federal, state, and foundation grants. CGR's research team includes experts in program evaluation, K-12 education, and quantitative and qualitative research. CGR has conducted 21st Century Community School and AmeriCorps program evaluations. The organization is currently the evaluator for UWBECE's Full Service Community Schools program in the Buffalo Public School District; as such, CGR has a

deep understanding of the FSCS model and philosophy. CGR will bring this knowledge base to the UWCHCSP to ensure a thorough and meaningful project evaluation.

The UWCHCSP will partner with CGR to implement a mixed method evaluation to examine program impact on the target population to be served as articulated in this proposal.

Annual Performance Measure	Data (Source)	When
Goal 1: Increase Student Achievement		
<u>Objective 1.1:</u> Increase NYS math proficiency rate for students in grades 3-8 by 1 point year over year resulting in a total of a five-point increase at the end of the five year grant period.	NYS Exam Scores (CHSD)	July
<u>Objective 1.2:</u> Increase ELA proficiency rate for students in grades 3-8 by 1 percentage point year over year resulting in a total of a five-point increase at the end of the five year grant period.	NYS Exam Scores (CHSD)	July
<u>Objective 1.3:</u> 90% of students identified as academically “at-risk” (scoring below proficiency (1or 2) on the New York State exam) will be enrolled in academic intervention services (AIS)	Student Records and Referral Log (Project Staff, Partners)	Monthly

<u>Objective 1.4:</u> 50% of students identified as academically “at-risk” will be enrolled in afterschool tutoring.	Student Records and Enrollment records (Staff, Partners	Monthly
<u>Objective 1.5:</u> Increase proficiency of English language Learners by 1 point year-over-year on the New York State English as a Second Language Achievement Test and a five-point increase at the end of the five year grant period.	NYS Exam Scores (CHSD)	July
<u>Objective 1.6:</u> increase proficiency rate by one point year-over-year on the NYS 8 th grade science exam totaling a five point percentage increase at the end of the five year grant period.	NYS Exam Scores (CHSD)	July
<u>Objective 1.7:</u> 80% of UPK students will be ready (based on kindergarten screening tool) at the end of UPK programing year.	Cleveland Hill School District	June
Goal 2: Improve School Climate		
<u>Objective 2.1:</u> Decrease the share of Black students suspended by at least 5% year-over-year and achieve a total reduction of 25% by the end of the 5 year period.	School Suspension Records (CHSD)	June
<u>Objective 2.2:</u> Decrease the number Office	Office Disciplinary	June

Disciplinary Referrals of Black students by at least 3% each year and a total reduction of 15% by the end of the five year grant cycle.	Referrals (CHSD)	
<u>Objective 2.3:</u> Decrease the share of students with a disability/ies suspended by 1% each year and a total decrease of 5% by the end of the 5 year period.	School Suspension Records (CHSD)	June
<u>Objective 2.4:</u> Each year at least 20% of the teachers will receive cultural proficiency training resulting in 100% of the teachers trained at the end of the five year period.	Training attendance records (Project staff)	As they occur
<u>Objective: 2.5:</u> Each year 20% of teachers will receive trauma informed professional development resulting in 100% of teachers trained at the end of the five year period.	Training attendance records (Project staff)	As they occur
<u>Objective 2.6:</u> Each year reduce the share of chronically absent students by at least 5 points and by 25 points at the end of the five year grant period.	Student attendance records. (CHSD)	June
<u>Objective 2.7:</u> Each year 10% or more students will be targeted for services using baseline data from the previous year.	Site facilitator referrals (Project staff)	Monthly

Goal 3 Strengthen Family and Community Engagement		
<u>Objective 3.1:</u> Each year three workshops will take place highlighting the resources available to the family and community members.	Workshop attendance records (Project staff)	As they occur
<u>Objective 3.2:</u> 85% of parents and guardians will report an improved engagement with school.	Survey (Schools)	May
<u>Objective 3.3:</u> Each year (1) new community partnership (either funded or unfunded) will be added to the community school model.	Program Participant Information (Project Staff)	Annually
<u>Objective 3.4:</u> Each year an additional 10% of parents and family members will be targeted for services using baseline data from the previous year.	District data and Site facilitator (Project staff)	June

Extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes

This table will serve as the basis for a more detailed evaluation plan to be completed upon project award. CGR will work collaboratively with the UWCHCSP community partners and site coordinators to facilitate data collection including the creation of a data collection tool to track student, family and teacher participation. CGR with UWCHCSP will distribute a

parent/family survey developed by scholars at the University of Washington²⁴ to assess parent/family knowledge about school resources, perceptions about school climate including cultural competency, and involvement with educational decision making at the school. During monthly meetings, CGR will share program data with UWCHCSP leadership, staff, and community partners in order to track implementation and show progress toward meeting performance objectives. CGR will use data to offer recommendations to support program success and aid with decision making.

For the interim and final annual reports, CGR will analyze quantitative performance data using R and appropriate data analytic techniques including simple frequency analysis (e.g. percent change calculation), t-tests and Analysis of Variance (ANOVA). When warranted, data will be disaggregated for student sub-groups (e.g. race, gender, English Language Learner status). Qualitative data will be formally analyzed to add depth of understanding and explore unanticipated outcomes

ASSURANCES

Eligibility

UWCHCSP and project partners will focus services on schools eligible for a school wide program under Section 1114(b) of the ESEA.

Supplement Not Supplant

²⁴<https://education.uw.edu/sites/default/files/programs/epsc/Users%20Guide%20Road%20Map%20Survey.pdf>

This project supplements, but does not supplant, existing services supported by Federal and non-Federal funds.

Equitable Access and Participation: General Education Provisions (GEPA) Act

The United Way of Buffalo & Erie County (UWBEC) and the Cleveland Hill Union Free School District are committed to equal employment opportunity and equitable access to our programs and services. The proposed United Way-Cleve Hill Community School Partnership (UWCHCSP) will ensure that all students, families, teachers, staff and other program beneficiaries with special needs will have equitable access to program services. In fact, meeting the social, emotional, and physical needs of all students in the schools so that they may thrive is the primary purpose of this project.

UWBEC and Cleveland Hill do not discriminate against employees or applicants for employment on any legally recognized basis including, but not limited to: veteran status, marital status, physical or mental disability, race, age, color, religion, sex or national origin. In addition, creed, religion, arrest records, sexual orientation, genetic predisposition or carrier status and participation in lawful activities outside the workplace are protected classes in New York State. This policy governs all terms and conditions of employment including, but not limited to: hiring, selection, job assignment, promotion, compensation, discipline, termination, and access to benefits and training. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action up to and including termination.

In accordance with the Civil Rights Act of 1991, the policy of the Cleveland Hill Union Free School District is that all employees will work in an environment free from harassment.

Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action up to and including termination.

The Full Service Community School project works within the requirements of the Cleveland Hill Union Free School District, which is an equal opportunity educational organization that does not discriminate in any program with regard to employment or equal opportunity to access program services. The Full Service Community School project is a member of the Student Support Teams at the middle school and elementary school, ensuring full integration in the school community.

An orientation to the Full Service Community School project will be held at the start of each school year to introduce the programs and services of the Full Service Community School project to the school community. This meeting will be incorporated in the Parent Teacher Student Association meeting. This group represents all constituent groups and can provide feedback regarding services. This communication cycle ensures relevancy and the ability to address equitable access concerns immediately if they arise.

In addition, parents/guardians sign a participation agreement to access intensive services provided through the Full Service Community School project. The FSCS Site Facilitator is the point of entry for all students and families, creating the opportunity to fully assess student needs and address them accordingly. Other multiple points of contact with students and parents make it possible to fully understand issues that may hinder a student's ability to succeed in school. The FSCS Site Facilitators coordinate parent outreach and involvement and ensures alignment with in-school activities. Parents are not only contacted when their children are having difficulty, but are also included to share expertise and provide assistance to students.

Communication will be in English, and/or Spanish, and/or other languages as necessary. When necessary, translators and translations of written material will be provided through contract with agencies such as the International Institute of Buffalo or Journey's End Refugee Services, thus removing any language barriers to service. In addition, meetings will be scheduled at flexible times to accommodate the needs of parents and encourage their full involvement.