

# **Asheville Buncombe MIDDLE GRADES NETWORK**

**United Way of Asheville and Buncombe County**

**Asheville Buncombe Full-Service Community Schools Project**

**2019**

United Way of Asheville and Buncombe County  
Asheville-Buncombe Full-Service Community Schools Project  
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## Section 1: Quality of the Project Design

The Asheville Buncombe Middle Grades Network (Middle Grades Network) is a broadly representative consortium comprised of Asheville City Schools, Buncombe County Schools, United Way of Asheville and Buncombe County (UWABC) and a host of out-of-school time providers, nonprofits, higher education institutions and health and social service providers.

The Middle Grades Network supports the alignment of partner activities and measurement practices, building will for our foundational belief that “**ALL of our kids are ALL of our kids**” and our shared vision that:

- All schools and partner programs are safe, welcoming and compassionate.
- All families and neighbors have the support and tools for healthy, successful lives.
- All students graduate high school - ready for college, career and community.

The focus of our consortium is:

- Students with barriers to successful attendance, behavior or academic achievement.
- Students and families who often feel disconnected from their school community.
- Families and neighbors facing barriers to healthy living and economic success.

Our Full-Service Community Schools Memorandum of Understanding (Appendix A) details the commitment of two Local Education Agencies (LEAs), community partners providing the pipeline services and other key consortium partners lending supports (including volunteers, interns, consultation support, connections and engagement opportunities with targeted neighborhoods and communities) that are vital to the success of our FSCS strategy.

**Our application meets the absolute priority** of serving a minimum of two or more full-service community schools eligible for a schoolwide program under section 1114(b) of the ESSA as part of a community- or district-wide strategy. **Our application also meets three of the competitive priorities:** a consortium comprised of a broad representation of stakeholders; a consortium with a history of effectiveness; and the services represented in this application are supported by promising evidence.

### **Goals and Annual Measurable Performance Objectives and Outcomes**

Our Full-Service Community Schools (FSCS) proposal is to deepen our work in four existing FSCS sites and to expand to two additional schools during the grant term. We propose to expand our work in seven existing pipeline services and add two new pipeline services.

**As of March 2019, 41.5% of our middle grades students have a warning or off-track indicator level for their attendance, behavior, or core academics (described in the chart on the next page). Our overall goal is to reduce that by 30% by 2024.**

Each year, we will serve all students enrolled in our six FSCS sites through school-wide programs (as of spring 2019, this is 3,698 students).

Through existing and new pipeline services, we will target students with a warning or off-track indicator for high school graduation (currently 1,535 students) and their family members and anticipate serving at least 75% annually, plus an additional 300 pre-K students and their families through kindergarten readiness pipeline services.

| Early Warning and Response System Indicators                | Warning                               | Off-Track                                   |
|---|---------------------------------------|---|
| Attendance  | Less than 92% Attendance              | Less than 90% Attendance                    |
| Behavior  | Two Behavior Incidents in a Year      | Three or More Behavior Incidents in a Year  |
| Core Course Grades (English, Math, Science, Social Studies) | Lowest grade of D in any core subject | One or more grades of F in any core subject |

**To achieve this overall goal, we propose the following (quantitative and qualitative) annual measurable performance outcomes and objectives:**

*See Section 5 for further details on the full evaluation plan including measurement tools, baseline values, and analysis procedures.*

| <b>Result 1: Students are prepared for kindergarten.</b> |  |
|--|--|
| Indicator 1.1  | % of kindergarten students who do not score proficient on the developmental screening tool administered during kindergarten registration. Target: reduce # of students who are not proficient by 25% (5% per year)   |
| Indicator 1.2  | Students' preparedness for kindergarten. Surveys, interviews and focus groups of families and teachers will assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned.  |
| <b>Result 2: Students achieve academically.</b>          |  |
| Indicator 2.1  | % of students with a warning or off-track graduation indicator for Core Academics. Target: reduce by 25% (5% per year)   |
| Indicator 2.2  | % of students not grade level proficient on NC End-of-Grade Tests. Target: reduce by 25% (5% per year)   |
| Indicator 2.3  | Students' confidence in their ability to complete school work and favorable attitudes toward the challenge of learning new things in school. Student surveys, interviews and focus groups will assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned. |

| <b>Result 3: Students are safe, healthy and supported by engaged parents.</b> |   |
|---|---|
| Indicator 3.1   | % of students with a warning or off-track graduation indicator for attendance. Target: reduce by 20% (4% per year)  |
| Indicator 3.2   | % of students with a warning or off-track graduation indicator for behavior. Target: reduce by 30% (6% per year)  |
| Indicator 3.3   | % of students reporting they feel unsafe at school. Target: reduce by 25% (5% per year)   |
| Indicator 3.4   | % of students not returning to class after a visit to the School Nurse or Nurse Practitioner. Target: reduce by 20% (4% per year)   |
| Indicator 3.5   | Average number of school days missed by students with care managed chronic conditions. Target: reduce by 20% (4% per year)  |
| Indicator 3.6   | % of students who do not agree with the statement: "If I am feeling upset, sad, angry, anxious or stressed out, I know some things to do that will help me feel better." Target: reduce by 30% (6% per year)  |
| Indicator 3.7   | % of students who do not agree with the statement: "My parents talk to me about what I do in school." Target: reduce by 25% (5% per year)   |
| Indicator 3.8   | % of teachers reporting that parents are engaged in their child's academic success. Target: increase by 30% (6% per year)   |
| Indicator 3.9   | Improvements in the extent to which students are safe, healthy, and supported by engaged parents. Stakeholder (students, families, and teachers) interviews and focus groups will assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned. |

**To achieve our overall goal and annual performance outcomes and objectives, we will add two new pipeline services and expand our work in seven existing pipeline services:**

| <b><u>New Pipeline Services</u></b> | <b>Lead Consortium Partners</b>       |
|-------------------------------------|---------------------------------------|
| <b>Kindergarten Readiness</b>       | Buncombe Partnership for Children     |
| <b>School-based Health Services</b> | Mountain Area Health Education Center |

| <b>Existing / Expanding Pipeline Services</b>   | <b>Lead Consortium Partners</b>   |
|---|---|
| <b>Parent Leadership</b>  | Asheville City Schools Foundation   |
| <b>Parent Teacher Home Visitation</b>   | Buncombe County Graduation Initiative   |
| <b>Homework Diners:</b><br>Tutoring, Transition Supports,<br>Parent and Family Engagement,<br>Workforce Readiness | UWABC<br>Green Opportunities<br>Asheville City Schools<br>Buncombe County Schools |
| <b>Behavioral/Mental Health:</b><br>Individual and Group Counseling,<br>Restorative Practices                     | Access Family Services<br>Asheville City Schools<br>Buncombe County Schools       |
| <b>Mentoring and Tutoring</b>   | Big Brothers Big Sisters of WNC<br>Journeymen<br>OpenDoors of Asheville           |
| <b>Afterschool and Summer Programs</b>  | Boys and Girls Club<br>In Real Life<br>YMCA                                       |
| <b>Pathways to Success</b><br>Transition Supports   | Children First/Communities In Schools<br>Buncombe County Graduation Initiative    |

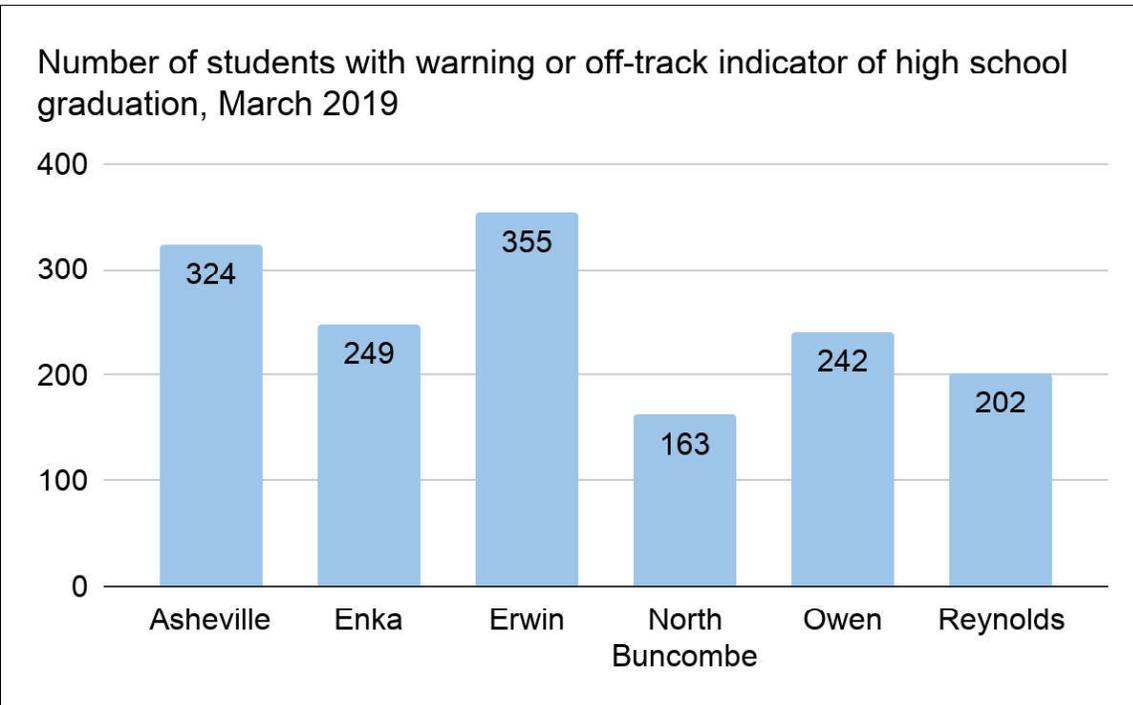
| <b>Additional Supports</b>  | <b>Supporting Consortium Partners</b>                             |
|---|---|
| <b>Family / community outreach in public housing / low income neighborhoods</b> | Buncombe County Health & Human Services Community Engagement Team |
| <b>College access and service-learning</b>                                      | UNC Asheville   |
| <b>Mentors, tutors and interns</b>  | Warren Wilson College   |
| <b>Masters of Social Work Interns</b>   | Western Carolina University                                       |

## Why Middle School?

*“Middle School is the last, best chance to reach struggling students.”*

- Vicki Biggers, Buncombe County Schools veteran Principal  
and current Director of Middle School Education

In 2009, UWABC conducted a thorough community needs assessment and determined there was a significant lack of services for our middle grades students during a time when violent crimes committed by local middle grades youth were increasing. For many students, disengagement from school starts in the middle grades - as evidenced by declines in attendance, academic performance and behavioral issues. Longitudinal research shows that if a student hits one or more of the following indicators during the middle school years, his/her likelihood of graduating, without successful intervention, drops to 25%: 1) Attendance: missing at least 10% of days, 2) Behavior: three or more behavioral referrals in a school year, or 3) Course performance: failing a core subject such as English or math.<sup>1</sup> In addition, middle grades students who repeat a grade are seven times more likely to drop out of high school.<sup>2</sup> Currently, 41.5% of students in our six proposed FSCS sites, or 1,535 total students, have one or more of these warning or off-track indicators of high school graduation.



When a student drops out of high school, that individual is three times more likely to live in poverty and six times more likely to be incarcerated in their lifetime. There is also a nine year average life expectancy difference between high school graduates and non-graduates. Due to economic factors such as increased tax revenue, fewer healthcare costs, reduced criminal justice costs for incarceration and decreased public assistance support, each high school graduate confers a financial benefit to the community of \$292,000 over the graduate’s lifetime.<sup>3</sup>

Based on this data, the 2009 needs assessment and discussions with local business, political, education, health and social service leaders, UWABC created the Middle School Success initiative in 2010 to support middle school youth and their families. This initiative originally focused on the quality of and access to out of school time programming. Then, in 2012, after thorough research and review of national best

practices, UWABC, in partnership with Buncombe County Schools and the YMCA of Western North Carolina, expanded the Middle School Success initiative by launching a pilot community school at Enka Middle School. The success of this pilot demonstrated a clear call and need in our community to expand the implementation of the community school strategy.

To that end, Asheville City Schools, Buncombe County Schools and nine initial community partners formed the **Middle Grades Network** to implement and scale our local FSCS initiative. We now have four FSCS sites serving as hubs of service for surrounding communities at Enka Middle, Asheville Middle, Erwin Middle and Owen Middle. We are in foundational stages of development with two additional schools, Reynolds Middle and North Buncombe Middle. Each school was selected by a cross-sectional leadership team based upon academic achievement gaps, poverty rates, lack of access to resources, school readiness and principal leadership.

### [The Need to Partner Beyond Middle School](#)

In building a robust and comprehensive FSCS strategy to support middle school youth and their families, we recognize the critical need to support our students prior to and beyond their middle school years. We must incorporate approaches that span pre-K to college and career and provide supports during critical transition years. To this end, we have developed several key partnerships as integral components of our FSCS strategy. Buncombe Partnership for Children will assist students and families with kindergarten readiness. We are formalizing transition supports in our most impoverished school district in partnership with Children First / Communities In

Schools of Buncombe County and the Buncombe County Graduation Initiative. And lastly, through strategic restructuring of UWABC Community School personnel, our Community Partnership Manager can now dedicate a significant amount of time to building strong, mutually supportive relationships with local colleges and universities.

### Capacity

The Middle Grades Network utilizes a collective impact framework to build and ensure relational trust and accountability between all FSCS consortium partners.

UWABC serves the backbone function of the consortium, currently dedicating eight full-time staff, including four FSCS site Community School Coordinators, to help lead and guide the scale and implementation of the community school strategy. UWABC's strategic plan demonstrates its full commitment to expand our FSCS initiative across Buncombe County by aligning all leadership, departmental and volunteer support to the community school strategy (detailed in Section 3: Adequacy of Resources).

To ensure that all consortium partners share common goals and vision and that resources are fully leveraged to support the success of our FSCS strategy, the Middle Grades Network developed and committed to four foundational cornerstones of our collective work:

- **Results-Based Accountability** (RBA) framework that defines our shared consortium-level results, target population, program-level performance measures, key strategies and the community partners that we need around the table to ensure success. Our network is based on identified needs and organized around a set of mutually-defined results and outcomes.

- **Early Warning and Response System (EWRS)** that identifies off-track students, links them to supportive interventions and monitors services for continuous quality improvement (dashboard screenshots in Appendix D).
- **Memorandums of Understanding** that define data-sharing policies and procedures, financial commitments, the shared leadership relationship between Principals and Community School Coordinators, plans for joint utilization and management of facilities, and commitments to shared professional development, evaluation and continuous quality improvement (FSCS MOU in Appendix A).
- **A Leadership Framework** that defines the roles and responsibilities of each level of leadership (cross-sector school teams, community-wide workgroups, executive level leadership) with regards to: results, data, evaluation, alignment, policy, finance, professional development and engagement (framework in Appendix B).

### Assurance

Our FSCS strategy focuses on schools eligible for a schoolwide program under section 1114(b) of ESSA. Each school:

- utilizes a comprehensive needs assessment to guide its program service selection and implementation;
- has a comprehensive schoolwide improvement plan led by a cross-sectional leadership team; and
- utilizes a structured process to review and revise the plan annually, in accordance with standards set forth by our LEAs, which are both nationally accredited by AdvancED.

Furthermore, our FSCS strategy is strongly aligned with the vision and mission of each LEA:

Asheville City Schools will *“create learning environments that ensure excellence with equity for all students, empowering every student to learn, discover and thrive.”*

Buncombe County Schools believes that *“all children deserve a chance to succeed in the global economy of the 21st Century-regardless of their ethnicity, gender, or socioeconomic background. Our purpose is to provide safe and engaging learning environments that prepare students for their tomorrow.”*

### Competitive Preference Priority 3: History of Effectiveness

The Middle Grades Network is built on a foundation of solid planning, steady implementation of innovative, research-based strategies and consistent community support. What started as a pilot project of our organization has grown into a robust cross-sector partnership with shared ownership for vision, implementation and outcomes. Throughout the expansion of this initiative, there have been critical milestones and acknowledgements that propelled this movement to the next stage of growth.

A key step in the growth of our FSCS strategy was the development and implementation of a highly effective Early Warning and Response System (described in detail in Section 2: Quality of the Project Services). Our current EWRS serves nine schools (including the six FSCS sites), 13 community partners, and monitors data for 5,200+ students and 3,000+ active supports, interventions and referrals. Over 400 school and community partner organization staff have been trained on the EWRS technology and procedures, and they have logged in over 6,000 times to monitor student data and update supports and interventions. Due to the success of this work, Asheville City Schools and Buncombe County Schools will onboard 21 additional schools (elementary, middle and high) to this system over the next two school years.

As our FSCS strategy gains momentum, we have also seen significant gains in parent, family and community engagement. For example, we launched weekly Homework Dinners over the 2016-17 and 2017-18 school years in four schools. Since then, 3,001 participants from 1,020 households have attended Homework Dinners 9,662

times! Participating students are enrolled in 54 different schools and span the grades from pre-K through 12th. So far, 1,196 volunteers have provided 4,743 hours of volunteer service at Homework Diners, equivalent to more than 2.28 full-time employees.

This work is paying off. Among students who attended at least four Homework Diners in 2017-18, 69% met their attendance improvement goals, 67% of students with three or more discipline referrals improved their behavior and 52% of students who had failed a core course raised their grade to a passing grade.

We are starting to see movement on schoolwide indicators as well. For example, at Asheville Middle, the percentage of students who are on-track for behavior has increased from 80% at the end of the 2016-17 school year to 92% now. This increase can be attributed to several factors. First, at the beginning of the 2017-18 school year, all Asheville Middle staff were trained in the Community Resiliency Model, including best practices for trauma-informed classrooms. Asheville Middle has implemented 20-minute 'mindfulness' blocks three times per week in their school schedule and has begun to implement restorative practices in order to focus on community-building within the classrooms and the school. This grant would provide capacity for training and support for additional teachers and school staff to be trained in restorative practices. Lastly, school administrators have been intentional about working very closely with teachers and the School Improvement Team to clarify the behavior referral process and to put policies in place that make referrals more consistent throughout the school.

**Our efforts are also gaining local, state and national honors and**

**recognition.** In 2017, the Middle Grades Network was honored by the Coalition for Community Schools and the Robert Wood Johnson Foundation for building and implementing a strong Health Action Plan focused on community resiliency and trauma-informed practices. Along with four other community school initiatives from across the country, we joined a learning collaborative to share best practices and help one another advance our work on both local and national levels. The five Culture of Health initiatives were recognized at the 2018 Coalition for Community Schools National Forum in Baltimore, Maryland.

Members from our Asheville and Buncombe County team also led or co-led six different workshops at the 2018 National Forum, sharing best practices and lessons learned with colleagues from across the country. These workshops included supporting immigrant and newcomer students and families, building an Early Warning and Response System, implementing a community-led after-school network, growing Homework Diners as a family and community engagement strategy, the role of our Principals and Community School Coordinators as partners in this work and building a strong culture of health and networks of support. Additionally, last spring, our FSCS Project Director, Laura Elliot, was peer nominated and elected by the Coalition for Community Schools Leadership Network to represent this group on the Coalition's National Steering Committee.

In June 2018, one of our FSCS sites, Erwin Middle, was honored by the Buncombe County Schools Graduation Initiative with the Compass Award for supporting students on their path to graduation. This is the first year that a middle school has

achieved this recognition, as the award typically goes to a local high school. Erwin Middle was honored for *“building positive relationships with every child, building a strong network of student support, using data for continual improvement and focusing on transitions and best instructional practices in the classroom.”* During the Award Presentation, the Graduation Initiative Director cited the Community School Coordinator’s work with newcomer students and families, Homework Dinners, the Parent Teacher Home Visitation project and the Early Warning and Response System as highlights of Erwin Middle’s work.

In April 2017, North Carolina Governor Roy Cooper attended a Homework Diner at Enka Middle School. While there, Governor Cooper noted that he would like to see this successful program replicated across the state of North Carolina. For the past three years, U.S. Congressman Patrick McHenry has toured one of our FSCS sites each year. Congressman McHenry has noted the strong potential for the community school strategy to improve student outcomes in the NC-10th District. He has pledged to continue to visiting additional FSCS sites in coming years to learn more about how this strategy can be replicated across the district and serve as a state and national example.

## Comprehensive Assets and Needs Assessment Process

The needs assessment is “a systematic process used to understand and create a profile of the community school’s needs and drive decisions about the community school’s programming and operations... The purpose of the needs assessment is... to gather a wide range of information that will inform and drive decisions about the community school’s programming and operations.”<sup>4</sup>

- National Center for Community Schools

The goal of the needs assessment is to highlight the strengths and areas of greatest need in the communities in which we work. **This assessment - conducted annually at each FSCS site - identifies academic, physical, social-emotional, health, mental health and other non-academic needs of students, families and community residents.** The needs assessments are living documents that inform both the School Improvement Plans and the ongoing work of each of the FSCS sites. Both academic and non-academic measures are included in the School Improvement Plans, which include consortium partners’ roles and responsibilities to address these indicators.

The Community School Coordinators at each FSCS site convene a Resource Team that meets monthly and helps guide the needs assessment process. The Resource Teams are cross-sectional leadership teams including students, family members, community members, school leaders, nonprofit agencies, faith-based organizations, local businesses and civic organizations. The Resource Teams at each

FSCS site support the needs assessments by: facilitating community conversations with students, parents, teachers and community members; researching and analyzing community-level data to include in the needs assessment report; and making program recommendations for the following school year based on the needs assessment results.

One of the guiding principles of the Community Schools Standards states that “data and community wisdom guide partnerships, programs and progress. Reliable and community-specific data, coupled with the wisdom of youth, families and residents, guides how educators and community partners work together to achieve measurable results.”<sup>5</sup> Students, families and community members are active throughout our comprehensive needs assessment process which includes:

- Identification and thorough review of school and community
  - strengths and assets
  - challenges and needs
- Gap Analysis
- Recommendations for programming and strategies
- Community School Coordinators - with ongoing support from their Resource Team, UWABC’s Community Schools team and key school staff - undertake the following steps in order to guide and complete the needs assessment each year:
  - Conduct a thorough archival data review, gathering and recording key information from existing data sources
  - Use pre-existing data from sources such as the US Census American Community Survey, NC 2-1-1 Counts (a free, confidential information and

referral line), Buncombe County Community Health Improvement Plan (CHIP) and the NC State Board of Education's Department of Public Instruction

- Utilize information from School Improvement Plans, district-specific needs assessments conducted by other local organizations and teacher and parent surveys completed by the school districts each year
- Review and analyze data to determine initial patterns in the data and determine additional information to be collected
- Collect both qualitative and quantitative data from a wide range of sources and stakeholders in each community, including students, parents, school staff, school district-level staff and community members via focus group conversations, key stakeholder one-on-one interviews and online surveys

The school staff, parent and student surveys were developed by the Community and Youth Collaborative Institute (CAYCI).<sup>6</sup> Focus group conversation questions were developed by the Harwood Institute for Public Innovation. The key stakeholder interview questions were developed by the National Center for Community Schools.

### [Key Demographics that Inform the Needs Assessment Process](#)

Buncombe County is located at 2,134 feet in elevation in Western North Carolina, with 660 square miles of landscape bordered by the Blue Ridge and Appalachian Mountains. According to the US Census Bureau, more than 247,000 residents live in Buncombe County, with more than 86,000 living in the city of Asheville, the county's

most populous municipality. The three ethnicities with the highest representation are White (84%), Black or African American (7%) and Hispanic or Latino (6%).

Buncombe County is home to the largest and most diverse school districts in Western North Carolina, serving families from urban public housing to rural seventh-generation farming communities and the suburban neighborhoods that lie between. This brings a unique set of challenges including language barriers (44 languages are spoken in 64 schools), cultural tensions and a lack of access to vital services.

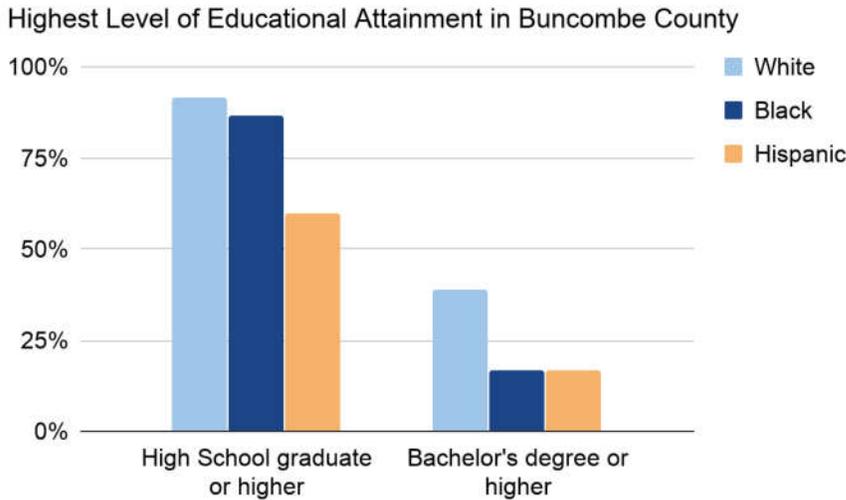
### Poverty

The majority of the Buncombe County population lives in rural and underserved communities, but both urban and rural poverty are prevalent in the community. Overall, nearly one in four Buncombe County children live below the poverty line. The majority of children living in poverty in Buncombe County are white, but poverty disproportionately impacts Black and Hispanic children at higher rates than their white peers: 34% of Black residents in Buncombe County are living in poverty and 36% of Hispanic individuals live in poverty, compared to 14% of White residents.<sup>7</sup>

### Educational Attainment and Workforce Readiness

Overall, 90% of Buncombe County adults have a high school diploma or GED, but just 37% have a Bachelor's degree or higher. Significant racial and ethnic disparities are clear, as over 38% of White residents in Buncombe County have four-year degrees compared to 17% of Black residents and 17% of Hispanic residents.<sup>8</sup> These disparities in educational attainment negatively impact workforce readiness in our community. For

example, while “White alone” residents of Buncombe County currently have an unemployment rate of under 6%, “Black or African American alone” residents have an unemployment rate of 14%.<sup>9</sup>

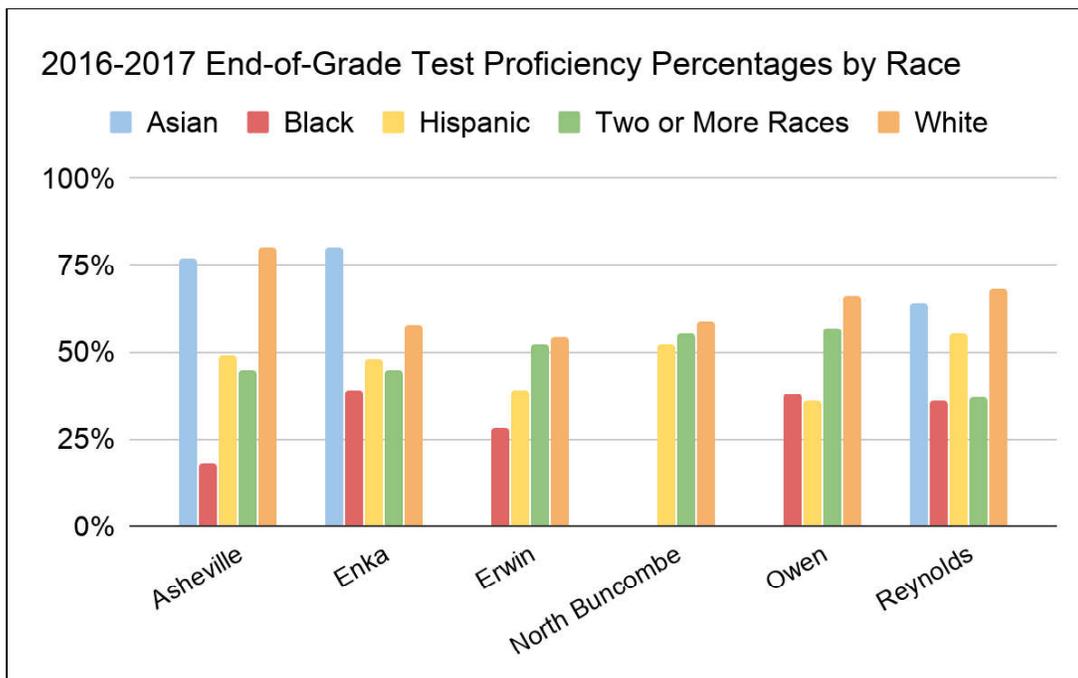
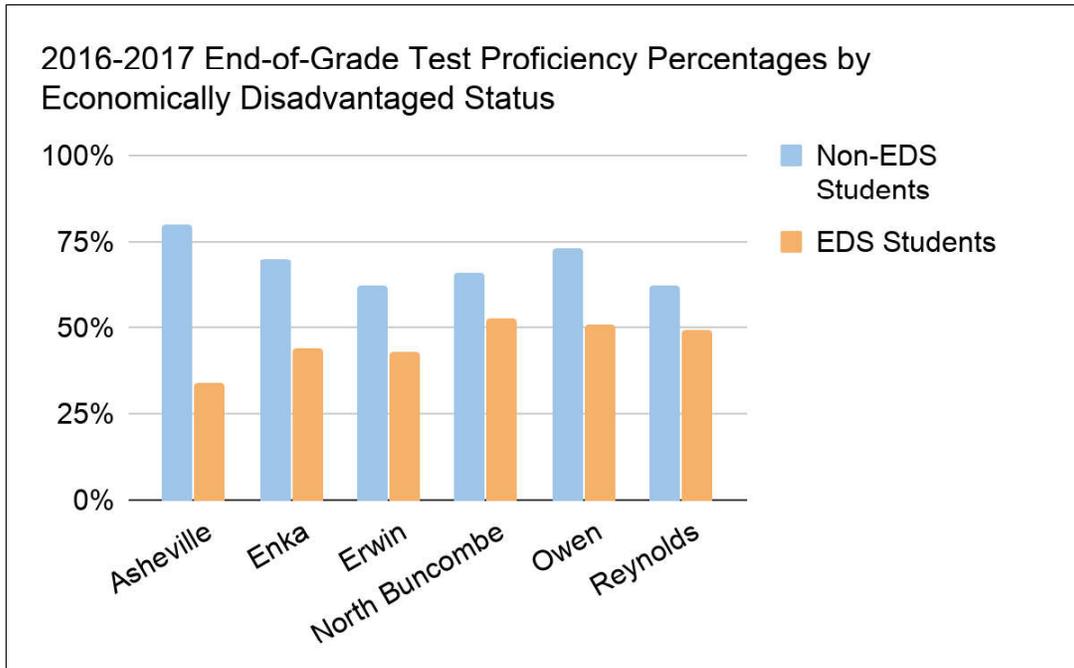


Academic Achievement Gaps and Disciplinary Disparities

As mentioned, selection criteria for our six FSCS sites includes academic achievement gaps, poverty rates and lack of access to resources. The following table profiles the high rates of students from economically disadvantaged families and students with disabilities.

| Target Schools                          | Asheville Middle | Enka Middle | Erwin Middle | North Buncombe Middle | Owen Middle | Reynolds Middle |
|---|------------------|-------------|--------------|-----------------------|-------------|-----------------|
| Total Students                          | 791              | 596         | 680          | 569                   | 531         | 513             |
| Economically-Disadvantaged Students (%) | 44%              | 62%         | 71%          | 47%                   | 59%         | 61%             |
| Students with Disabilities (%)          | 14%              | 13%         | 16%          | 12%                   | 14%         | 22%             |

Students from economically-disadvantaged families (EDS) fall far behind students who are not from economically-disadvantaged families (Non-EDS) in all of our proposed FSCS sites, as evidenced below:



A pronounced racial achievement gap also exists in our schools. According to the Youth Justice Project of the Southern Coalition for Social Justice, Asheville City Schools has the highest racial achievement gap of any school system in the state of North Carolina. During the 2016-2017 school year in Asheville City Schools:

- White students in grades 3-8 were 4.6 times more likely to score “College and Career Ready” on end-of-grade exams than Black students in the same grade.
- Black students were 12.1 times more likely than white students to be suspended from school.<sup>10</sup>

During the 2016-2017 school year in Buncombe County Schools:

- White students in grades 3-8 were 2.2 times more likely to score “College and Career Ready” on end-of-grade exams than black students in the same grade.
- Black students were 3.1 times more likely than white students to be suspended from school.<sup>11</sup>
- In Erwin Middle School, the FSCS site with the highest rate of economically disadvantaged students, black students were suspended for six times as many school days as white students.

### Early Contributors to Academic Disparities

Even before students enter school, significant barriers can already be in place to hinder their future success, as achievement gaps can develop before children begin kindergarten. Early literacy and pre-literacy skills are a key indicator of kindergarten readiness. At the beginning of the 2017-2018 school year, only 42% of incoming kindergarten students in Buncombe County Schools and 57% of incoming kindergarten

students in Asheville City Schools met key reading benchmarks, according to the Total Reading Comprehension Assessment.

### Teacher Climate

In recent years, teacher retention has become increasingly difficult at schools throughout North Carolina. Data from 2015 from the National Education Association notes that:

- Teachers in North Carolina have witnessed a 15% average salary decline during the last ten years.
- In 2014-15, North Carolina teachers ranked 42nd in the nation in pay.
- In the past three years, 455 North Carolina teachers have resigned to teach in other states.
- In the last four years, North Carolina's public schools have lost 17,278 positions and laid off 6,167 people (35% were teachers, 33% were teaching assistants), while the number of public school students has grown by about 16,000.
- In Buncombe County Schools, overall teacher turnover was 13% in 2015.
- In 2015, 31 teachers left Buncombe County Schools to teach in another state.

### Needs Assessment Findings

Through the needs assessment process conducted at our FSCS sites during the past three years, several common needs have emerged across the schools and communities that are guiding our pipeline services implementation:

- **Relational trust between parents and school staff** is an area of concern at all of the schools. Many parents do not feel highly connected to the schools and school

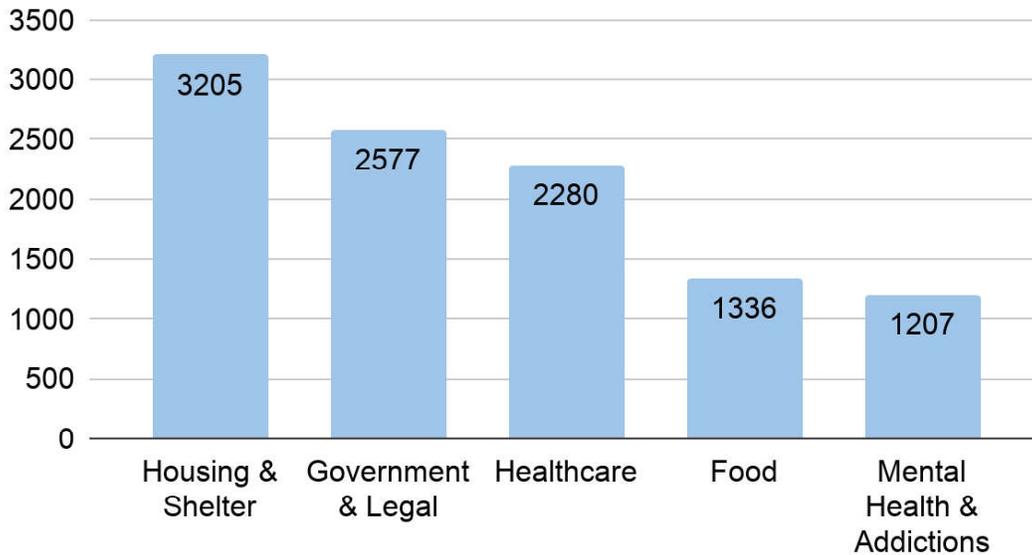
staff do not feel well-connected to or supported by parents. Both parents and staff members expressed a desire to strengthen the relationship between parents and the schools.

- As students and parents **transition to the middle schools**, there is a sense of the unknown and fear about attending a middle school that seems to them to be larger, less personable and more intimidating than their previous schools.
- With a high rate of students experiencing **homelessness, food insecurity and trauma**, there is a high level of need for many students and families in our community. The **mental health concerns** resulting from poverty are exacerbated by a perceived **lack of economic opportunities and community resources**. In the CAYCI student survey conducted at our four FSCS sites in 2017-2018, 41% of students agreed or strongly agreed with the statement, “In the past week, I felt sad.” And 43% of students agreed or strongly agreed with the statement, “In the past week, I felt worried.”
- This community has also seen a recent uptick in the number of individuals and families impacted by the **opioid epidemic**. While the opioid overdose morbidity rate in Buncombe County (18-19.9 per 100,000) is in line with the state average (19.7), some of the areas containing our six FSCS sites more closely resemble bordering counties that have a higher level of morbidity rate (30+), among the highest in Appalachia and the nation on this issue.<sup>12</sup>
- In conversations with parents, growing feelings of being **unsafe in the community** arose as a theme. The NC Department of Public Instruction report for the 2013-14

school year showed the Buncombe system with 11.36 reportable acts of crime and violence per 1,000 students, nearly twice the state average of 6.79.<sup>13</sup>

- As mentioned, Buncombe County encompasses 660 square miles in the mountains of Western North Carolina. Our county includes many remote areas where **transportation options are severely limited** for many families. Providing **comprehensive clinical health and mental health services** at school sites is essential for students and families to be able to access these supports. For example, during the 2017-18 school year at Erwin Middle, students missed more than 8,000 hours of class time due to health-related issues. The overall student population in Buncombe County Schools and Asheville City Schools has a 34% rate of special health care needs. In addition, 2017-2018 was the first school year that parent reports of mental health conditions (6,745) for students outnumbered the number of physical conditions (4,898).
- During 2018 in Buncombe County, there were 21,126 unique needs requested by callers to NC 2-1-1. Two of the five top categories of caller needs were Healthcare and Mental Health & Addictions.<sup>14</sup> Other top needs further highlight poverty's impact on our region (see chart on next page).

Number of 2-1-1 Calls in Buncombe County (2018)



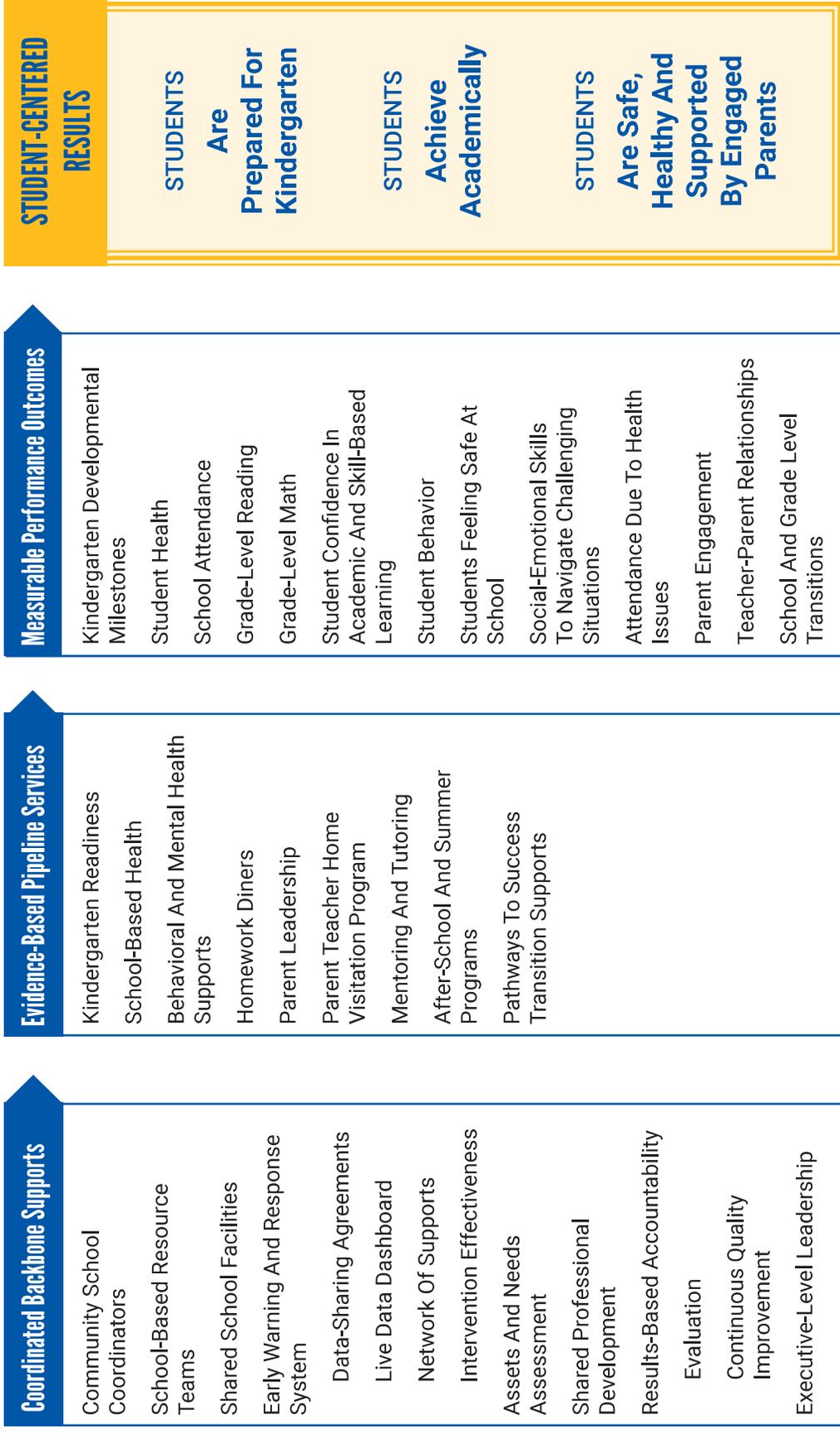
### From Assessment to Action

Community School Coordinators work closely with their School Principal to complete the Community School Standards Self-Assessment on a biannual basis (once in the summer and once mid-year) to inform the needs assessments.<sup>5</sup> The Self-Assessment and the comprehensive assets and needs assessment are integrated into the continuous quality improvement cycles at each FSCS site. This ensures that the programs and services offered at each school - based on previous needs assessment recommendations - are evaluated prior to determining recommendations for the following school year.

Community School Coordinators work closely with their Resource Teams to synthesize, interpret and analyze all findings. Together, they determine recommendations for programming and strategies for the following school year,

including new program investments in community partners, new systems or practices to implement and test new ways of coordinating with partners. This process led to the recommendations for the new pipeline services and expansion of existing pipeline services that are described in Section 2. Our **Theory of Action** illustration found on the next page outlines how the backbone supports, evidence-based pipeline services and measurable performance outcomes will lead to our student-centered results.

# Asheville Buncombe Middle Grades Network Full-Service Community Schools | Theory of Action



## Section 2: Quality of the Project Services

### Diversity, Equity and Inclusion

The Asheville Buncombe Middle Grades Network has the core belief that all students and families can succeed with access to the services and supports they need to reach their full potential. **Improving outcomes depends on our ability to successfully address the physical health, mental health, safety and community stability needs of our students and families AND our ability to address the developmental, intellectual, creative and social-emotional needs of students in academic settings.**

This project is designed to deepen and strengthen coordinated partnerships with local agencies involved in our local FSCS consortium. By supporting an expanding range and depth of pipeline services, we will continue to work toward ensuring equity of opportunity, access and support for students, families and community members who are part of groups that have traditionally been underrepresented based on race, national origin, gender, age or disability.

As one example of our ongoing efforts to engage those most affected by issues around educational attainment, the focus of the 2018 Asheville Buncombe Middle Grades Network Fall Convening was “Uplifting Student and Family Voice and Leadership.” This day-long event featured a panel of local community school students and parents who are using their leadership to help ensure that their schools are safe, welcoming and compassionate for all. In attendance were 143 parents, students and

community members representing schools, health and social service agencies, higher education and youth service organizations.

Currently, the FSCS Project Director and Community School Coordinator at Asheville Middle play an active role on the city-wide Equity Task Force for Asheville City Schools. This team meets regularly to develop strategies with the end goal of eliminating the racial opportunity/achievement gap in Asheville City Schools. The team includes school board members, city council members and county commissioners, school district officials, Asheville Area Chamber of Commerce, Buncombe County Department of Health and Human Services, and other key community leaders. The Asheville Middle Community School Coordinator recently convened a gathering of nearly 100 parents to solicit their input and to ensure that family voices, especially those families who are most affected, are at the heart and center of this process.

At its core, the community school strategy has seven guiding principles, the first of which is to pursue equity. As noted in the Community School Standards, “Educational excellence and equity are inseparable. Community schools work actively to identify and confront policies, practices and cultures that keep students of different backgrounds and races from achieving equitable outcomes.”<sup>5</sup>

United Way of Asheville and Buncombe County (UWABC) is committed to deepening our diversity, equity and inclusion work as the backbone organization of the local FSCS strategy. As part of our current strategic plan, UWABC has a clearly stated goal to “increase our diversity and equity knowledge to strengthen our behaviors, practices and values.” As part of this essential work, UWABC is in the process of:

- conducting an organizational assessment based on the Global Diversity & Inclusion Benchmarks<sup>15</sup> to determine areas of strength and areas for growth in our vision, leadership, structure, internal and external practices;
- identifying clear organizational and departmental activities and practices based on our organizational assessment; and
- increasing staff knowledge by learning alongside community partners and through other professional development opportunities, including a plan for staff and Board members to receive a two-day community-based intensive training through the Racial Equity Institute.

By viewing all of our work through an equity lens, we can help to advance the FSCS strategy in our community. This work calls us to convene parents, educators and community partners and to wrestle with difficult issues side by side while developing the competencies needed to challenge and change the systems that have historically divided our community.

#### **Competitive Preference Priority 4: Research and Evidenced-Based Approaches**

Community schools are an evidence-based strategy for equitable school improvement. A 2017 meta-analysis review of 143 research studies determined that high-quality community schools meet the ESSA definition of evidence-based interventions. This meta-analysis by the Learning Policy Institute and National Education Policy Center, entitled “Community Schools: An Evidence-Based Strategy for Equitable School Improvement,” notes, “[T]he evidence base on well-implemented community schools and their component features provides a strong warrant for

**their potential contribution to school improvement. Sufficient evidence meeting ESSA’s criteria for ‘evidence-based’ approaches exists to justify including community schools as part of targeted and comprehensive interventions in high-poverty schools. This evidence also supports community schools as an approach appropriate for broader use.’<sup>16</sup>**

The research study also details the four pillars that exist in well-functioning community schools, which are:

- 1) collaborative leadership and practices;
- 2) expanded learning time and opportunities;
- 3) active family and community engagement; and
- 4) integrated student supports.

In our FSCS sites, the pipeline services are centered around these best-practice pillars in order to increase equity of opportunity and access for all students and families. The evidence base for each of the pipeline services is summarized in the following table; more information about the evidence base is included in the full description of each pipeline service (starting on page 40).

| Pipeline Service                                      |                             |   |  |
|---|-----------------------------|---|--|
| Evidence  | Study Design                | Author, Year                              | Conclusion   |
| <b>Kindergarten Readiness Services</b>                |                             |   |  |
| Potentially Positive Effects, WWC Intervention Report | Randomized controlled trial | Webster-Stratton, Reid, and Hammond, 2004 | The improvement index was +20 for external behavior and +18 for social outcomes for children in the Incredible Years program |

| <b>School-based Health Services</b>  |   |                         |   |
|--|---|-------------------------|---|
| At least one statistically significant and positive effect on a relevant outcome | Quasi-experimental study  | Van Cura, 2004          | Students in schools with school-based health services had significantly fewer early dismissals from school and lost three times less class time when compared to students who had access to school nursing services alone |
| <b>Parent Leadership Program</b>   |   |                         |   |
| At least one statistically significant and positive effect on a relevant outcome | Quasi-experimental study  | Shaver and Walls, 1998  | Higher parent involvement increased student achievement in both reading and math  |
| <b>Parent Teacher Home Visitation</b>  |   |                         |   |
| At least one statistically significant and positive effect on a relevant outcome | Well-designed and well-implemented correlational study with statistical controls for selection bias | Sheldon and Jung, 2015  | Students whose families participated in home visits had higher attendance rates and higher reading comprehension proficiency rates  |
| <b>Homework Diners</b>   |   |                         |   |
| Promising Evidence, ESSA   | Well-designed and well-implemented correlational study with statistical controls for selection bias | Castrechini, 2011       | Significant gains in math scores based on state tests for students whose parents accessed family engagement programs  |
| <b>Mental Health Services</b>  |   |                         |   |
| Emerging Evidence  | Quasi-experimental study, findings based on 11 rigorous evaluations                                 | Anderson and Emig, 2014 | Integrated student supports improve school attendance and math and reading achievement  |

| <b>Restorative Practices</b>   |                                  |                             |   |
|--|----------------------------------|-----------------------------|---|
| At least one statistically significant and positive effect on a relevant outcome | Randomized controlled trial      | Augustine et al., 2018      | Improved school climate and reduced the average suspension rate   |
| <b>Mentoring and Tutoring</b>  |                                  |                             |   |
| At least one statistically significant and positive effect on a relevant outcome | Rigorous experimental evaluation | Herrera et al., 2018        | Participating students had fewer unexcused absences, higher math and English grades and higher reports of life satisfaction |
| <b>Out-of-School Time Programming</b>  |                                  |                             |   |
| At least one statistically significant and positive effect on a relevant outcome | Longitudinal sequential design   | Lerner, Lerner et al., 2011 | Out-of-school time programs lead to increased levels of school engagement and higher academic performance                   |
| <b>Transition Supports</b>   |                                  |                             |   |
| At least one statistically significant and positive effect on a relevant outcome | Randomized controlled trial      | Parise et al., 2017         | Participating students were found to have a higher grade-point average and higher rates of course credits toward graduation |

### Overview of Pipeline Services

The FSCS grant will allow for two new pipeline services to be brought online and existing supports to be expanded to many additional students and families. The following chart outlines the number of participants who will be served through the new and existing pipeline services.

| Pipeline Services              | Participants   |                   |                   |                    |                    |
|--------------------------------|--|-------------------|-------------------|--------------------|--------------------|
|                                | YR 1   | YR 2              | YR 3              | YR 4               | YR 5               |
| Kindergarten Readiness         | 125 Families   | 225               | 250               | 275                | 300                |
| School-based Health Services   | 700 Students   | 850               | 860               | 875                | 890                |
| Parent Leadership              | 15 Parents   | 15                | 30                | 30                 | 35                 |
| Parent Teacher Home Visitation | 30 Parents   | 60                | 100               | 150                | 150                |
| Homework Diners                | 900 Students<br>700 Family Members<br>24 Workforce Readiness<br>Culinary Arts Students | 1050<br>810<br>25 | 1200<br>950<br>26 | 1250<br>1000<br>28 | 1325<br>1050<br>30 |
| Mental Health Services         | 120 Students   | 120               | 150               | 150                | 150                |
| Restorative Practices          | 40 School / Community<br>Partner Staff Trained   | 80                | 120               | 160                | 200                |
| Mentoring and Tutoring         | 130 Students   | 140               | 165               | 175                | 200                |
| Out-of-School Time Programming | 800 Students   | 820               | 845               | 870                | 900                |
| Transition Supports            | 460 Students   | 490               | 490               | 520                | 540                |

***Detailed descriptions of each Pipeline Service begin on page 40***

### **Collaboration to Maximize the Effectiveness of Project Services**

The Middle Grades Network relies on three core, system-wide resources to ensure consortium partners remain committed to our common goals, communicate

clearly and often and provide their respective services as effectively as possible for those they serve.

## 1) Community School Coordinators

To ensure collaboration between consortium partners and maximize the effectiveness of services, each of our FSCS sites has a full-time school-based Community School Coordinator to ensure coordination of the pipeline services at the schools. Community School Coordinators work closely with the School Principal, parents and community leaders to promote the school's vision and the school improvement plan (Appendix C). Community School Coordinators promote the shared utilization and management of school facilities in conjunction with school leadership.

Community School Coordinators serve on the School Improvement Team, link the needs assessment to the school improvement plan and are part of the annual review and revision of the plan. Community School Coordinators also champion the school's Early Warning and Response System by serving on key school teams focused on student attendance, behavior and academic performance and linking students with supports. They promote student achievement by working with school administration and staff to create a positive learning environment, identify and connect the school to quality in-school and out-of-school time programs and volunteers, and support transition year initiatives.

Community School Coordinators work with school administration and staff to create a welcoming environment for parents and families. They host Homework Dinners and other family events, in addition to coordinating ongoing educational and

skill-building opportunities for parents and adult community members. Community School Coordinators engage the community by establishing and facilitating a School Resource Team to help facilitate the annual community needs assessment process and address identified school and community needs. They serve as active members of the Middle Grades Network and relevant workgroups and provide programmatic supervision to an assigned social work intern from a local university.

## 2) Early Warning and Response System

In partnership with Asheville City Schools, Buncombe County Schools and a host of high-impact out-of-school time providers, UWABC facilitates an Early Warning and Response System (EWRS) that tracks students with high-risk indicators, facilitates data-driven decision-making and links students to appropriate in and out-of-school time supports and interventions. The system is comprised of two key elements:

- A Family Educational Rights and Privacy Act (FERPA)-compliant data-sharing agreement between school districts, out-of-school time providers and parents that allows schools and out-of-school time staff to share student-level data and break down barriers to collaborative problem-solving.
- A live, interactive data dashboard accessible by teachers, counselors, school administrators, nonprofit program staff and volunteer mentors and tutors. This dashboard delivers attendance, behavior, and course grades data and allows for intervention coordination and tracking of progress.

This system allows schools to quickly identify students who are beginning to fall off track for high school graduation and link them to both school and community

supports. It is based on longitudinal research that shows that if a student hits one or more of the following indicators during the middle school years, his/her likelihood of graduating, without successful intervention, drops to 25%: 1) Attendance: missing at least 10% of school days, 2) Behavior: two or more behavioral referrals in a school year, or 3) Course performance: failing a core subject such as English or math.<sup>2</sup> Users can also see whether or not those students have community supports. Via the EWRS, we are able to track attendance, behavior and course grade progress of students.

Currently, the EWRS is being utilized by nine schools - including our six FSCS sites - and thirteen community partners. Asheville City Schools and Buncombe County Schools will onboard 21 additional schools to this system over the next two school years. The EWRS has begun to create systemic change within our local education system. The EWRS is serving as a catalyst to put procedures and practices in place that efficiently connect schools and service providers. The system enables all stakeholders involved in the specific student's education to communicate seamlessly and track both interventions and outcomes for continuous quality improvement. This is the result of our network's intentional work to enable streamlined communications and avoid the pitfalls of siloed service-delivery systems.

### **3) Middle Grades Network Workgroups**

UWABC works diligently to ensure that FSCS consortium partners are highly engaged and fully committed to this collective impact strategy via monthly school-based Resource Teams, quarterly Network convenings, ongoing professional development and workgroups facilitated by UWABC.

There are three workgroups to carry this work forward:

|   |
|---|
| <b>Early Warning and Response System (EWRS) Workgroup</b>   |
| This team is responsible for system-wide leadership of EWRS including design, implementation planning, training, evaluation and continuous quality improvement and includes representatives of community partner organizations and all schools using the EWRS.  |
| <b>Results-Based Accountability (RBA) Workgroup</b>   |
| In order to make community-level progress toward our shared vision, we must be intentional about tracking the results of our collective work and continuously improving the quality of our partnerships. This workgroup supports the Middle Grades Network partners in using reliable and community-specific data to guide how our school and community partners are working together to achieve measurable results at the program-level and community-level. |
| <b>Shared Professional Learning Workgroup</b>   |
| A core component of a thriving network of community schools is a strong system of professional learning, shared across schools and community partner organizations, and open to the community. This workgroup maps existing professional learning opportunities, coordinates wider cross-organizational access to those opportunities and develops new learning opportunities where there are gaps in current offerings.                                      |

The leadership and guidance of Community School Coordinators, enhanced collaboration and connectivity enabled by the EWRS, and ongoing support provided by the Middle Grades Network workgroups will ensure that collaborative partners can maximize the effectiveness of the following **new** and **existing** pipeline services.

## New Pipeline Services

### 1) Kindergarten Readiness Programming

**Result:** 1. Students are prepared for kindergarten.

**Evidence:** The Incredible Years program meets the What Works Clearinghouse (WWC) evidence standards, as the program was found to have “potentially positive” effects for children classified as having an emotional disturbance, based on a randomized control trial by Webster-Stratton, Reid, and Hammond (2004).<sup>17</sup> According to the WWC, the improvement index was +20 for external behavior and +18 for social outcomes.<sup>18</sup>

Until now, a formal connection to high-quality early childhood education programs has been separate from the Middle Grades Network. Our growth strategy requires us to develop strong partnerships with agencies serving children prior to and beyond their middle school years. Buncombe Partnership for Children (BPFC), the local lead organization focusing on early childhood, is in the ideal position to support children’s transition to kindergarten. BPFC has a proven track record providing programs that increase families’ understanding of how to support their child’s school readiness and the process of transitioning to kindergarten.

During the first 2,000 days of a child’s life, their brain is creating the foundation for all of their future learning.<sup>19</sup> Having a strong support system in place that includes access to early childhood education and transition supports lays the foundation of developing strong cognitive, social and emotional skills. These early years also lay the foundation for health and wellbeing. According to the Center on the Developing Child at Harvard University, “A child’s environment of relationships can affect lifelong outcomes

in emotional health, regulation of stress response systems, immune system competence, and the early establishment of health-related behaviors.”<sup>20</sup>

**School readiness and language development are key predictors of a child’s academic success.** Achievement gaps can develop well before children begin kindergarten, and research shows that students who begin school behind have a tendency to remain behind throughout their academic careers. A love of reading, instilled at a young age, also helps lead to long-term school success.<sup>21</sup>

Through a targeted approach, BPFC will provide support to parents and guardians in a number of ways at the FSCS sites to help support the cognitive, social and emotional development and health outcomes of children birth to five.

**The following services will be provided:**

Parent Education and Support Groups

- **The Incredible Years Parenting Program:** An evidence-based program focused on strengthening families with practical parenting tools. The program serves families who self-identify as being challenged by their preschool-aged child’s behavior. The 14-week free program is co-led by trained facilitators to help families learn new parenting skills and provide support as they practice these skills. **The Incredible Years program meets the What Works Clearinghouse (WWC) evidence standards**, as the program was found to have “potentially positive” effects for children classified as having an emotional disturbance, based on a randomized control trial by Webster-Stratton, Reid, and Hammond (2004).<sup>17</sup> According to the

WWC, the improvement index was +20 for external behavior and +18 for social outcomes.<sup>18</sup>

- **Play & Learn Groups:** The groups, for children ages three to five who are not enrolled in licensed child care, provide hands-on activities using a variety of developmentally appropriate materials, books, songs and learning games to focus on pre-literacy skills. The weekly sessions help families understand how children learn through play and introduce them to strategies to develop children’s language, emergent writing skills and how to incorporate learning activities into everyday situations with their children. Participation in groups gives families the opportunity to meet, connect and build informal networks of support.

#### Education Sessions: Navigating Early Care Options and Transition to Kindergarten

- **It’s Time for Kindergarten! Events:** Presentations about kindergarten options and the differences in the enrollment processes specifically targeted to under-represented communities.
- **Outreach at Homework Diners:** BPFC staff will attend Homework Diners to answer questions on how to choose quality child care, the kindergarten registration process and other preparation information including program information on: The Incredible Years Parenting Program, NC Pre-Kindergarten Program and Dolly Parton’s Imagination Library.
- **Transition to Kindergarten Education Sessions for Families:** Sessions by local kindergarten teachers on “What to Expect” for the transition.

## Early Reading Promotion

- **Dolly Parton’s Imagination Library:** This book-gifting program focuses on access to reading. As a part of this program, families receive a free, high-quality book each month in addition to tips, reminders and encouragement about reading to their children.

### 2) School-based Health Services

#### **Results:**

2. Students achieve academically
3. Students are safe, healthy and supported by engaged parents.

**Evidence:** A 2010 quasi-experimental research study found that students in schools with school-based health services had significantly fewer early dismissals from school when compared to students who had access to school nursing services alone. Students in schools with no access to school-based health services lost three times as much class time as students enrolled in a school with school-based health services.<sup>22</sup>

Through the School Health Program, school nurses, employed by Mountain Area Health Education Center (MAHEC), are placed in Asheville City Schools and Buncombe County Schools, including the current and proposed FSCS sites. The FSCS federal grant will allow MAHEC to launch additional school-based health services in conjunction with the school health program during the school day for students and staff at two of our FSCS sites, Asheville Middle and Erwin Middle. This grant will provide for a full-time MAHEC Nurse Practitioner to be shared between these two school sites. These two sites were determined based on level of need and readiness of the physical facility. This is an initial step in order to later expand to full-service school-based health clinics.

In a 2010 quasi-experimental research study, rates of early dismissal and loss of class time were compared between students who received both school-based health

services and traditional school nursing services and students who received only traditional school nursing services. The researchers found that the students in schools with access to school-based health services had significantly fewer early dismissals from school ( $p = .013$ ) when compared with students who received only school nursing services. Students in schools with no access to school-based health services “lost three times as much seat time as students enrolled in a [school with school-based health services]. Race, gender, age, poverty status, and presence of a preexisting illness did not influence these findings.”<sup>22</sup> **When students have access to school-based health services, such as access to being able to see a Nurse Practitioner at the school, they can spend more time in school, helping them achieve academically.**

Each year, there are 71 million physician office visits from children under the age of 15 with acute conditions. In a 2006 study, it was noted that in only 7% of the childhood illness cases was the child recommended to miss a day of school. School-based health services will allow students to spend more time in school.<sup>23</sup> In one year alone (17-18), Erwin MS students missed 1194 days of school due to illness or injury. Access to healthcare in schools for students and families can help to improve health outcomes, such as managing chronic conditions, and lead to increased utilization of healthcare services, decreased health care costs and reduction in loss of work for parents.<sup>24</sup>

School-based health services can remove the transportation barrier that keeps so many away from doctor visits. Especially in our rural communities and in neighborhoods without reliable public transportation access, this increase in

accessibility will be a tremendous asset. Offering school-based health services will have a significant social and community impact when coupled with other pipeline services at the FSCS sites. Adding a school health care provider at these sites will pave the way for full-service school-based health clinics at all of our FSCS sites as momentum continues to build for this type of support throughout our community. MAHEC is also in the exploratory phase of residents providing medical services at Homework Diners. From these services, we will be able to demonstrate the need and demand for full-service school-based health clinics as well as the impact on students and families.

### Existing & Expanding Pipeline Services

|   |
|---|
| <b>1) Parent Leadership Program</b>   |
| <b>Result:</b> 3. Students are safe, healthy and supported by engaged parents.  |
| <b>Evidence:</b> A review of the literature by Henderson and Mapp (2002) included five experimental design studies with a treatment and control group and three quasi-experimental design studies. The authors conclude that there is a “positive and convincing relationship between family involvement and benefits for students, including improved academic achievement.” <sup>25</sup> |

The central purpose of the Parent Leadership Program is to develop strong parent-teacher relationships and support parents as leaders in the schools. This pipeline service will also support positive school transformation and serve as workforce development for the community. Modeled on the successful Parent Mentor Program from Chicago’s Southwest Organizing Project and Logan Square Neighborhood Association, parent participants are recruited from low-income families and from communities that have historically been disengaged or disconnected from the school.<sup>26</sup>

A review of the literature by Henderson and Mapp (2002) included five experimental design studies with a treatment and control group and three quasi-experimental design studies. The authors conclude that there is a “**positive and convincing relationship between family involvement and benefits for students, including improved academic achievement.** This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.”<sup>25</sup>

In one of the quasi-experimental studies cited by Henderson and Mapp, Shaver and Walls (1998) looked at the impact of school-based parent workshops on student academic achievement. Student academic gains were compared based on the Comprehensive Test of Basic Skills. The authors note, “Regardless of a child’s gender or family socioeconomic status, **higher parent involvement increased student achievement in both reading and math.**”<sup>27</sup>

UWABC contracts with Asheville City Schools Foundation to facilitate the Parent Leadership Program at Asheville Middle School. The program recruits and trains six to eight parents per school to assist the school two hours per day, four days per week. Parents are assigned to a classroom where they are mentored by a teacher and work one-on-one and in small groups with children. Parents also serve on school-based committees or help school and community partners organize and coordinate parent engagement events. As part of the program, parent mentors participate in workshops that support their professional development, leadership skill-building and personal goals such as financial management, resume-building and educational attainment. UWABC will contract with additional local community organizations to facilitate the program at

the other FSCS sites in future years. Implementing the Parent Leadership Program will ensure that an increasing number of students each year are supported by engaged parents.

## 2) Parent Teacher Home Visitation Program

**Result:** 3. Students are safe, healthy and supported by engaged parents.

**Evidence:** According to a study of parent-teacher home visits by Sheldon and Jung of Johns Hopkins University (2015), “Using rigorous multi-level models, controlling for attendance and test scores at earlier points in time as well as individual-student and whole-school predictors, results suggest that students whose families participated in home visits attended school more regularly and were more likely to be proficient in reading comprehension at the end of the school year.”<sup>28</sup>

UWABC currently contracts with the Buncombe County Schools Graduation Initiative to lead the Parent Teacher Home Visitation (PTHV) Program at Erwin Middle School. **The PTHV model is recognized by the US Department of Education as a high-impact strategy for family engagement.** With this grant, we will work with the Graduation Initiative to expand the PTHV to additional FSCS sites.

According to a correlational study (with statistical controls for selection bias) of parent-teacher home visits completed by Sheldon and Jung of Johns Hopkins University in 2015, two key findings around student outcomes emerged: first, students whose families received a home visit had 24 percent fewer absences than other similar students whose families did not receive a visit; second, students whose families received a home visit were more likely to read at or above grade level than other similar students whose families did not receive a visit. The authors note, “Using rigorous multi-level models, controlling for attendance and test scores at earlier points in time as well as individual-student and whole-school predictors, results suggest that students

whose families participated in home visits attended school more regularly and were more likely to be proficient in reading comprehension at the end of the school year.”<sup>28</sup>

The PTHV model was co-developed by parents and teachers and is built on empowerment, building trust and working together toward common goals. There are several core practices of PTHV: visits are voluntary for both families and educators; teachers are trained in the model and are compensated for visits; the focus of the visits is relationship-building, discussing common hopes and dreams for the student; and there is no targeting of specific students and families.

True family engagement is effective when it builds relationships between school staff and family members. In many of our schools, there is a historic lack of trust and communication between some families and the school. In addition, cultural and socioeconomic differences, as well as unconscious biases, make it difficult at times for school staff and families to communicate effectively. According to the PTHV Project website, “Parent Teacher Home Visits are a fast, inexpensive and replicable strategy for engaging families, educators and students as a team.”<sup>29</sup>

### 3) Homework Diners

**Results:**

1. Students are prepared for kindergarten.
2. Students achieve academically.
3. Students are safe, healthy and supported by engaged parents.

**Evidence:** According to an ESSA Tier 3 “Promising Evidence” study of parent programming in Redwood City community schools, students whose families participated in family programs at the schools showed statistically significant gains in math achievement according to end-of-grade state tests.<sup>30</sup>

Based on their success in attracting parents to schools, UWABC launched Homework Diners in November 2016. Homework Diners are a dynamic, comprehensive strategy that surround students and their families with a continuum of coordinated supports including: tutoring, parent-teacher relationships, a free and nutritious meal, connections to community resources and workforce readiness. Homework Diners started in New Mexico at Manzano Mesa Elementary School and rapidly spread to schools across Albuquerque and to other districts around the country. Homework Diners replicate a proven, well-documented model shown to be successful in building connections between parents, teachers, students and community resources.

According to a study of community schools in Redwood City, CA, **“Program participation was associated with statistically significant gains in math achievement for students whose parents accessed family engagement programs.”**<sup>30</sup> The study, which meets the Tier 3 Promising Evidence according to ESSA (well-designed and well-implemented correlational study with statistical controls for selection bias), found significant gains in math scores on state tests for students whose parents participated in family engagement programming at the school when compared with students whose parents did not participate.

By leveraging the offer of a free healthy meal to families who are living in communities where food insecurity is prevalent, Homework Diners: foster easier, more productive communication between home and school; give parents the support needed to help their kids with schoolwork; encourage family bonding; and improve students’ academic achievement, in-school behavior and confidence in their own success.

| <b>Homework Diners: 2016-2017 through March 2019</b>        |        |
|---|--------|
| Number of Schools Operating Homework Diners                 | 4      |
| Number of Homework Diners                                   | 199    |
| Number of Schools Represented by Attendees                  | 54     |
| Number of Meals Prepared by culinary arts training students | 17,805 |
| Number of Unique Participants                               | 3,001  |
| Number of Unique Participating Families                     | 1,020  |
| Number of Unique Volunteers                                 | 1,196  |
| Number of Volunteer Hours                                   | 4,743  |
| Number of Kitchen Ready Culinary Arts Training Graduates    | 34     |

Homework Diners utilize certified teachers, at least one of whom is always a math teacher, and trained volunteer tutors to work with students - from pre-K through 12th grade - and to coach parents in supporting their children on homework. Research suggests that families are more likely to assist with their children’s homework when they have adequate information and support from schools. Moreover, parents who have been invited by schools to help their children with homework are more likely to be active participants, and when they are, students are more successful academically.<sup>31</sup>

Homework Diners also connect families to vital community resources. Community partners offer parenting workshops, financial education, nutrition workshops and other services at the school just before or after the weekly diners. To create an environment where all family members are welcomed and supported, siblings and students from other district schools are encouraged to attend and childcare is provided when special programs require parents’ full attention. This whole-family approach

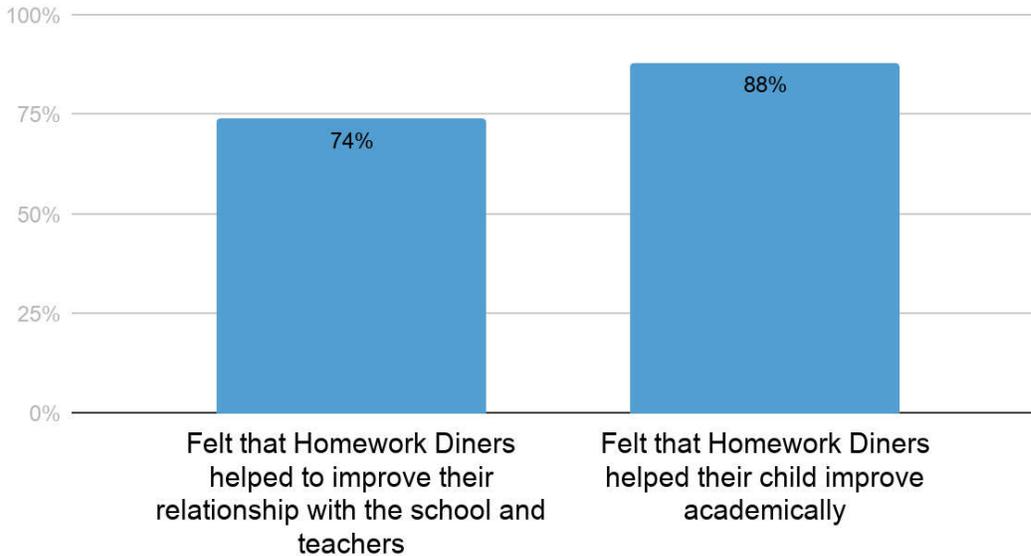
supports children through their transition from elementary/intermediate schools to the middle school, allowing the students to become more comfortable with teachers and the school.

Tutoring sessions and family resources are accompanied by a nutritious hot meal prepared by Green Opportunities' (GO) Kitchen Ready training program, a workforce readiness course that prepares unemployed individuals, between ages 16 and 24, for careers in the foodservice industry. Empowering individuals to overcome both personal and systemic barriers to employment, the real-world, hands-on culinary experience of cooking for Homework Diners helps prepare graduates of the 15-week Kitchen Ready program for employment. With the increasing demand for Homework Diners, GO is able to enroll more Kitchen Ready students who can move on to secure and stable employment. This economic development model of Homework Diners supports the community beyond the direct FSCS sites.

Over 40 volunteers across the four sites support Homework Diners each week by welcoming families at registration, serving meals and providing tutoring support. Hands On Asheville-Buncombe (UWABC's volunteer center) helps to recruit volunteers from local colleges and universities, civic and business groups, faith-based groups and more. This volunteer in-kind support leverages a broad base of community support, which is critical to the success of Homework Diners.

## Homework Diner - Parent Voices

2017-2018 Parent Survey



- “If I have a problem, I feel like I have someone I can go to that will listen and care about me and my student.”
- “My child is able to get the help she needs. I'm learning at the same time and have connected with other parents.”
- “My child is so excited to come now. It started from a place of reluctance and quickly moved to excitement to come and get help with his algebra homework. Having smart, older college students from UNCA helping him on his first visit helped. I'm really appreciating the intergenerational aspects of this time we're spending together with the college students and volunteers, young to old from all around the area.”

#### 4a) Behavioral & Mental Health Support: Individual and Group Counseling

**Result:** 3. Students are safe, healthy and supported by engaged parents.

**Evidence:** A Child Trends 2014 report, based on quasi-experimental studies and 11 rigorous evaluations, notes that integrated student supports improve educational outcomes, such as math and reading achievement, and school attendance rates.<sup>32</sup>

School-based mental health services are a key component to providing Integrated Student Supports (ISS). A Child Trends 2014 report, based on quasi-experimental studies and 11 rigorous evaluations, notes, “There is an emerging evidence base to support the effectiveness and cost-effectiveness of integrated student supports in improving educational outcomes.”<sup>32</sup> Specific outcomes include increases in school attendance and math and reading achievement, as well as decreases in grade retention and dropout.

Providing comprehensive clinical services at FSCS sites is vital for students to access these integrated student supports. Schools in both districts contract with local school-based mental health providers to provide comprehensive clinical assessments, individual therapy, family therapy, medication management and psychiatric consultation as needed. The districts are making progress towards fully integrating the school-based mental health providers into the support teams at the schools. This school-based delivery model is successful, in large part because parents do not have to transport their children to appointments.

There is a need for additional services. Many students do not meet criteria for individual therapy but could benefit from a support group centered on a common issue, such as anxiety, social skills, changing families or emotion regulation. Other students

meet criteria for individual therapy, but are uninsured (and do not qualify for Medicaid) or have private insurance but cannot afford a copay, and therapy services are cost-prohibitive for them.

During the past year, UWABC has contracted with Access Family Services (AFS) to provide these services. The clinicians from AFS utilize evidence-based practices in their work with students and families, including Cognitive-Behavioral Therapy (CBT), Motivational Interviewing and other best practices from the fields of clinical counseling and social work. Through this contract, AFS provided ongoing individual therapy services to eight students and group support services to 43 students during the 2017-2018 school year. CBT is included as an evidence-based practice in the US Department of Health & Human Services Substance Abuse and Mental Health Services Administration’s National Registry of Evidence-Based Programs (NREPP). CBT is cited in several places throughout the Registry, including in Dixon et al. (2001).<sup>33</sup>

UWABC committed funding to be able to expand these services to two additional FSCS sites for the 2018-2019 school year; however, additional funding is required to meet the needs of students at all of our FSCS sites each year. This service will increase the number of students who report an increase in knowing skills and techniques to help them if they are feeling upset, sad, angry, anxious or stressed out.

**4b) Behavioral & Mental Health Supports: Restorative Practices**

**Result:** 3. Students are safe, healthy and supported by engaged parents.

**Evidence:** A 2018 randomized controlled trial found that implementation of restorative practices improved school climate and reduced the average suspension rate in schools.<sup>34</sup>

According to the International Institute of Restorative Practices, “Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.”<sup>35</sup> Restorative practices increase the safety of schools and lead to better outcomes for students. One of the guiding principles is a deep commitment to equity, including an understanding of how racism and structural inequality lead to disparities in discipline, which in turn decrease academic achievement for students.

Restorative practices in schools promote and strengthen a warm, nurturing and safe school climate by building a sense of belonging, safety and shared responsibility. Restorative practices include interventions when harm has occurred and practices that help to prevent harm and conflict. The RAND Corporation recently released the results of a **randomized controlled trial** on the effects of restorative practices in schools, which concluded: **implementation of restorative practices in treatment schools improved school climate; restorative practices reduced the average suspension rate in treatment schools compared to control schools; and suspension rates of African-American students and those from low-income families decreased in the restorative practices schools.**<sup>34</sup>

Several key school faculty and staff in Asheville City Schools and Buncombe County Schools have been trained in restorative practices, and there is palpable momentum for implementing these practices in our FSCS sites. This grant will allow us to contract with a nationally-renowned consultant to train staff at all FSCS sites on restorative practices and on best practices for school-wide implementation.

## 5) Mentors and Tutors

**Result:** 2. Students achieve academically.

**Evidence:** A rigorous experimental evaluation of a School-Based Mentoring program found that participating students had fewer unexcused absences, higher math and English grades and higher reports of life satisfaction than those who were not part of the mentoring program (Herrera et al., 2016).<sup>36</sup>

Tutoring and mentoring programs are key components of the integrated student supports model, which, according to Child Trends (2014), “promote[s] students’ academic success by... coordinating supports that target academic and non-academic barriers to achievement.”<sup>32</sup>

America’s Promise Alliance identifies Five Promises to children that contribute to their success as an adult. Number one is “Caring Adults,” stating that **relationships with a caring adult is the centerpiece of a child’s development.**<sup>37</sup> *The Mentoring Effect*, a 2014 study of mentoring, states, “When quality mentoring is integrated with other research-based reforms and interventions, high school dropout rates fall, college completion rates rise, economic mobility increases, and ultimately, the economy is stronger from an increase in productive workers.”<sup>38</sup> **In a rigorous experimental evaluation of the Big Brothers Big Sisters School-Based Mentoring program, Herrera et al. (2016) found that students who participated were found to have fewer unexcused absences, higher math and English grades and higher reports of life satisfaction than those who were not part of the mentoring program.**<sup>36</sup>

Group mentoring can also be a tool to support outcomes such as behavior, academic achievement, social-emotional well-being, skills and attitudes and has been found to be as effective as traditional one-to-one mentoring programs. Group mentoring

supports group social relational processes and social-cognitive skills and attitudes that are covered in targeted discussions and activities.<sup>39</sup> The group mentoring model provides an opportunity for participants to learn from multiple mentors and integrate the best and most relevant parts that they can from each mentor. Furthermore, in middle school, when peer relationships are highly influential, a group mentoring program offers a context that can foster positive peer relationships.

**“Who Got You Through?”**

Based on the need to implement high-impact tutoring and mentoring as a FSCS strategy, the Middle Grades Network designed “Who Got You Through?” (WGYT), a volunteer recruitment campaign focused on recruiting a “second shift” of caring adults to help students stay on track towards long-term success. As part of WGYT, volunteers work with various consortium partners to support students one-on-one and in groups. Mentoring is a key strategy that will continue to play a fundamental role in our FSCS efforts.

|   |
|---|
| <b>School-based Individual and Group Mentoring Consortium Partners</b>  |
| <b>Big Brothers Big Sisters of WNC (BBBS)</b>   |
| BBBS focuses on providing children facing adversity with the benefits of a mentoring relationship. BBBS offers co-ed and girls-only school-based group mentoring with topics around self-confidence, positive self-image and self-talk, goal-setting, healthy relationships and conflict resolution.  |
| <b>Journeymen</b>   |
| Journeymen provides school-based mentoring groups for middle school boys with a focus on accountability, integrity, personal responsibility, honest communication, emotional literacy and the importance of discovering and articulating a sense of personal mission in the world. Boys are identified and referred by the school counselors and social workers. Journeymen also offers a unique canoe-making after-school group mentoring program. |

### OpenDoors of Asheville

OpenDoors connects local children living in multigenerational poverty with an active, individualized network of support and opportunities for education and enrichment. Team Leaders serve as role model, mentor, tutor and advocate and collaborate with guardians, families and schools to surround each child along their path from kindergarten through college.

### UWABC - Hands On Asheville-Buncombe

Hands On is the only volunteer center in Buncombe County and is perfectly poised to recruit and support volunteers as mentors and tutors. With deep connections to local businesses, universities, faith groups and others, Hands On is able to tap into grassroots efforts in recruiting volunteers for WGYT. School-based mentors and tutors support students identified through school counselors and social workers and ERWS.

## 6) High Quality Out-of-School Time Programming

**Result:** 2. Students achieve academically.

**Evidence:** A longitudinal sequential design study by the Tufts University Institute for Applied Research in Youth Development found that out-of-school time programs lead to increased levels of school engagement and higher academic competence.<sup>40</sup>

High-quality out-of-school time programming is a key component of expanded learning time and opportunities, one of the four pillars of effective community schools. A **longitudinal sequential design study by the Tufts University Institute for Applied Research in Youth Development** found that out-of-school time programs from organizations such as Boys & Girls Clubs, YMCA, and Big Brothers Big Sisters lead to positive youth development. **Specific outcomes include increased levels of school engagement as well as higher academic competence, self-confidence and connection to school.** Students who are more engaged and connected to school are more likely to have higher school attendance and therefore increased academic outcomes.<sup>40</sup>

Out-of-School Time (OST) programs can lead to a number of positive outcomes including: new experiences and opportunities, skill development, safety and supervision, family employment, homework completion, health and wellness and academic achievement.<sup>41</sup> OST summer learning programs are a great tool for helping narrow the achievement gap between low-income students and their middle/high income peers. Summer is a time when this gap often grows wider for economically-disadvantaged households. A high-quality summer program can lead to academic gains and improve educational and career development outcomes.<sup>42</sup>

| <b>Afterschool Programming Partners</b>   |
|---|
| <b>Asheville City Schools Foundation: In Real Life (IRL)</b>  |
| <p>IRL offers high-quality, hands-on, equitable and accessible after-school programming. Their unique model is youth-informed and dedicated to fun, love, safety, growth and collaboration. Including pottery making, bike riding, dance and more, IRL works with a network of more than fifty community organizations to offer programming that is engaging and authentic. The experiences offered by IRL focus on four areas of Social-Emotional development: Emotion Management, Teamwork and Social Awareness, Empathy and Decision Making.</p> |
| <b>YMCA's Horizons 21st Century Community Learning Center (Horizons)</b>  |
| <p>Horizons offers middle school students a variety of after-school activities with student input and student choice in the areas of recreation, arts, service and technology, as well as tutoring support. Horizons is the only provider of the 21st Century initiative in Buncombe County that provides programming for middle school students.</p>   |
| <b>The Salvation Army Boys and Girls Club</b>   |
| <p>Boys and Girls Club offers homework support, drug and alcohol prevention, healthy habits, recreation and other activities. Unique to Asheville, the Boys and Girls Club has a teen center that allows teens to have their own space where they can express themselves, with freedom to explore in a safe environment.</p>  |

|  |
|--|
| <b>Summer Programming Partners</b>   |
| <b>Asheville Middle School: Middle School Magic</b>  |
| Middle School Magic is a highly successful, academically engaging summer program for rising 6th- through rising 8th-graders. The purpose is to ensure that students feel comfortable and safe at their middle school, have a successful transition to the next grade and build strong lasting relationships with their teachers. High-risk students are targeted to participate. |
| <b>The Salvation Army Boys and Girls Club</b>  |
| Summer camps provide tested, proven and nationally-recognized programs in five core program areas - Arts, Character and Leadership Development, Education and Career Development, Health and Life Skills and Sports, Fitness and Recreation.   |
| <b>YMCA's Camp Quest</b>   |
| Summer day camp for middle school students focused on preventing summer learning loss. This program is offered at no cost to families and provides programming that fosters development through enrichment opportunities.  |

|   |
|---|
| <b>7) Transition Supports: Pathways to Success</b>  |
| <b>Result:</b> 2. Students achieve academically.  |
| <b>Evidence:</b> According to a longitudinal quasi-experimental evaluation by ICF International (2010), "CIS [Communities In Schools] schools demonstrated positive effects on both dropout and graduation relative to their non-CIS comparison schools." <sup>43</sup> A randomized controlled trial published in 2017 found student-level outcomes including more course credits toward graduation and higher grade-point averages during students' 9th-grade year. <sup>44</sup> |

In Erwin, our highest-poverty school district, we have formalized working relationships and structures with other organizations to deepen the supports available for students transitioning from elementary school to intermediate and middle school, as well as from middle school to high school. Children First/Communities In Schools

(CIS) of Buncombe County coordinates integrated support services within high-need K-6 schools in the Erwin district by placing Student Support Specialists on local elementary and intermediate school campuses and running afterschool programming in public housing community centers in the district.

Children First/Communities In Schools of Buncombe County is an accredited affiliate of CIS National, adhering to CIS national standards. A five-year longitudinal evaluation examined the effectiveness of the CIS model, using a quasi-experimental design to determine school-level outcomes and randomized controlled trials for student-level outcomes. According to this evaluation by ICF International (2010), “CIS schools demonstrated positive effects on both dropout and graduation relative to their non-CIS comparison schools. Those CIS schools implementing the model with a high degree of fidelity... had considerably greater effects on reducing dropout rates than other CIS schools and their non-CIS comparison schools, suggesting that the CIS model is working as intended. Among high implementers, effect sizes were .36 for dropout and .31 for graduation, which is over the U.S. Department of Education’s What Works Clearinghouse threshold for a ‘substantively important effect’ (.25).”<sup>43</sup> According to another randomized controlled trial entitled, “Two Years of Case Management: Final Findings from the Communities In Schools Random Assignment Evaluation,” outcomes included more course credits toward graduation and higher grade-point averages during students’ 9th-grade year for case-managed students (Parise et al., 2017).<sup>44</sup>

At the high school level, the Buncombe County Graduation Initiative works

with schools and the community to provide individualized supports to students who are at risk of not successfully completing high school. Graduation Initiative seeks to improve awareness of student issues and increase the speed with which schools can intervene to support these students and their families. Graduation Initiative also provides course credit recovery for high school students through Mini-mester, a summer program, and Twilight School, an evening program during the school year.

Pathways to Success links supports at each grade level to surround students and families with a coordinated continuum of services. As our initiative grows community-wide, we will be working to provide this depth of transition supports in all of the districts.

### Section 3: Adequacy of Resources

#### Competitive Preference Priority 2: Broadly Representative Consortium Partner

##### Relevance and Commitment

United Way of Asheville Buncombe County (UWABC) staff and Board members are fully committed to the FSCS strategy. This commitment is best exemplified by the following strategic goal embedded in our organization's 2018-2020 Strategic Plan:

*“By 2020, our operations – staffing, administration, messaging, volunteer engagement, resource development, services and partner investments – will align with our commitment to the community school strategy, and results will demonstrate that our efforts are reducing the impact of poverty on students, their families and communities.”*

UWABC's internal systems referenced above are strong and well-managed, which provides stability not only to our role as the backbone organization, but to the community-wide initiative as well.

All of the partners in our broadly representative consortium have also clearly signified their commitment to this project through consistent participation and contribution in this community-wide initiative over the past seven years. These partners have signed a Memorandum of Understanding (Appendix A) that defines their specific responsibilities and roles in the success of this project. Furthermore, every partner has

provided a Letter of Support highlighting their commitment and dedication to deepening the FSCS strategy in Asheville and Buncombe County.

A data-sharing Memorandum of Understanding is also in place between Asheville City Schools, Buncombe County Schools and all nonprofit partners that use the Early Warning and Response System (EWRS). The Family Educational Rights and Privacy Act (FERPA) guides this agreement, providing clear guidelines for how and when student data can be shared between parties. The EWRS Memorandum of Understanding further illustrates the commitment to working together that is present throughout the consortium partners.

The FSCS strategy has the complete support of Asheville City Schools, Buncombe County Schools and the six targeted middle schools. A Community School Memorandum of Understanding is in place with both school systems. This MOU clearly defines the roles of the Community School Coordinators and Principals at each FSCS site and includes plans for professional development, workgroup responsibilities, coordination of pipeline services and agreements for joint utilization and management of school facilities. Community School Coordinators are fully integrated into the management teams of the schools, providing the independence needed to utilize school facilities both during and after school hours to extend community engagement and student support. Each school also supports extended-learning opportunities for students and adult community members by sharing school facilities and resources for out-of-school time student programming and parent and family engagement activities, including weekly Homework Dinners.

## Sustaining Programs and Services

UWABC will invest significantly in this project long term, as evidenced by Section B of the Budget form. We are committing 100% of the resources of our Community School initiative towards this project each year. This represents eight current FTEs including the four Community School Coordinators. These funds, generated from grants and our annual fundraising campaign, are stable and growing as the result of strategically hiring a full-time Director of Major Gifts in January of 2017. This individual targets a significant amount of his development efforts on raising funds to support the FSCS strategy. These resources ensure that there will be a full-time Community School Coordinator at each of the targeted schools during and beyond the grant period. Additionally, these funds provide the capacity support needed to ensure professional development and continuous learning opportunities for all Community School Coordinators and the multiple cross-sector service providers in the Middle Grade Network that manage, coordinate and deliver the various pipeline services.

UWABC's ongoing leadership and support of the Middle Grades Network will ensure that the programs and services described in this application will be sustained and supported after the grant period ends. In addition to the 2020 strategic goal statement provided above, UWABC's strategic plan includes a longer-term strategic goal statement - for 2023 - that best describes this commitment:

*“By 2023, we will be the backbone of a robust, inclusive and sustainable community-wide network that is recognized for reducing the impact of poverty on students, their families and communities through the community school strategy.”*

This goal will be met through our current fundraising strategies, in addition to a new strategy of running targeted campaigns to gain hyper-local community support from stakeholders that live or work in the communities served by the FSCS sites. These smaller targeted campaigns show great promise. For example, in the spring of 2017, a targeted fundraising campaign was executed to launch and sustain the FSCS site at Owen Middle School for a period of three years. More than \$240,000 was raised to hire a Community School Coordinator, implement the EWRS and Homework Dinners and begin investing in key pipeline services. A similar fundraising effort is currently taking place in the Enka district and additional district-specific efforts are planned for the Reynolds district (2019) and North Buncombe district (2021). We are also in the process of reorganizing key fundraising support committees to include business leader champions from each of the FSCS site communities in order to gain enhanced intelligence on current and prospective donors, both individual and corporate, in the FSCS site communities. Our fundraising staff routinely talks about UWABC’s “multi-generational commitment to reduce the impacts of intergenerational poverty” when engaging donors and prospective donors regarding investing in our community school strategy.

UWABC will also continue to engage key champions from organizations that play a critical leadership or service delivery role in the FSCS strategy. Currently, executive leaders from the Asheville Area Chamber of Commerce, Mission Health System, University of North Carolina Asheville, Asheville Buncombe Technical Community College and both local school systems serve on UWABC's Board of Directors. As the executive leadership structure of the Middle Grades Network is expanded, we will solicit members of this group to leverage their positions to attract additional support to sustain and enhance our community school strategy in Buncombe County.

Local organizations and businesses are already displaying interest in sponsoring pipeline services, such as Homework Diners and school improvement efforts. For example, Wells Fargo has become deeply involved in a number of pipeline services and supports. For two years in a row, their leadership team has volunteered on a bi-weekly basis with the group mentoring program led by Big Brothers Big Sisters at Asheville Middle School. Additionally, they frequently adopt Homework Diner nights and provide all the volunteers needed to support the events. During the summer school supply drive, they collect and assemble fully stocked backpacks to send students into a new year with the supplies they need to succeed. All of our partners contribute significant in-kind support through their direct service delivery, participation in resource teams and workgroups, and the steady dedication needed to coordinate services effectively.

The financial resources generated for this project are diverse and growing, and we are asking partners to continue to contribute financially as the initiative grows. Asheville City Schools and Buncombe County Schools have both committed to a

five-year contract with our EWRS dashboard vendor. Each school system is investing in this system at a rate based on the number of their schools that currently use the software. This is a significant step - and just one example - of aligning very tight public school resources with the FSCS strategy. Additionally, Mountain Area Health Education Center (MAHEC) will be managing the clinical oversight, insurance billing and Medicaid reimbursement processes for the on-site Nurse Practitioner. This will result in a one-third decrease of costs covered by the FSCS grant by Year 3, two-thirds decrease by Year 4 and all costs being covered through insurance billing and Medicaid reimbursement in Year 5 and beyond.

### Reasonableness of Costs

The FSCS sites will serve a combined average of 3,698 students per year through schoolwide academic and enrichment programs, while also targeting specific groups of students for tailored services in response to identified needs. Based on the total grant request of \$2,378,646 over the five year period, the average cost will be less than \$129 per student per year. By contrast, the cost for a student to repeat a grade is \$7,602 in per-pupil expenditure.<sup>45</sup> Furthermore, a student who does not graduate from high school will cost taxpayers an average of \$292,000 over a lifetime because of factors such as paying less in taxes and higher levels of incarceration.<sup>3</sup> The significant local resources committed to this project, the number of individuals that will be served each year and the impact the anticipated results will have on students, families and the community make this a reasonable and very sound investment.

## Section 4: Quality of the Management Plan

Our FSCS leadership structure and management plan is based upon best practices from 1) the FSG collective impact framework <sup>46</sup> 2) Scaling Up School and Community Partnerships <sup>47</sup> and 3) the standards developed by the Coalition for Community Schools for both school sites and initiatives (Appendix B).<sup>48</sup>

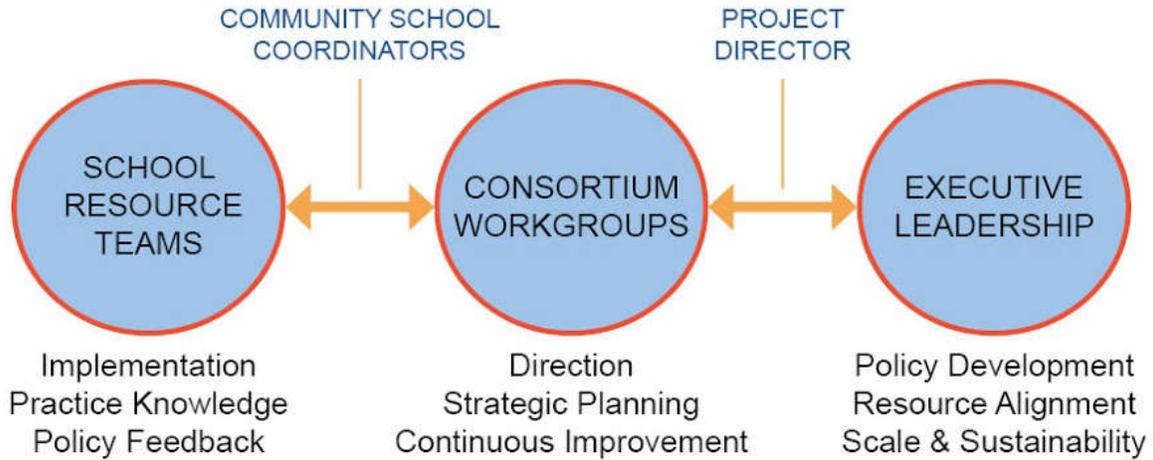
The leadership structure developed by members of the Middle Grades Network is now replicated by several Community School Initiatives across the country as a model of how to align school-site, intermediary and executive-level leadership structures that are required to successfully implement the FSCS strategy. Relational trust and accountability are at the heart of this structure. Clearly defined roles allow each leadership level to focus on what they can leverage, trust in the process - and one another - to accomplish their assigned responsibilities and lean on our shared accountability system to keep the FSCS strategy on track.

In serving the backbone function of the Middle Grades Network, UWABC is responsible for building and managing systems that ensure each FSCS leadership level:

- Is shared by a cross-sectional team
- Keeps equity of opportunity as a core operating principle
- Uses both data and community wisdom to guide the partnership
- Tracks the contributions of all consortium partners to ensure that we are all successfully contributing to our shared vision and common goals.

## Asheville Buncombe Middle Grades Network

### FSCS Leadership Framework: Roles and Functions for Collective Impact



Communication and alignment between each leadership level is critical to successful implementation of our FSCS strategy.

### Membership, Roles and Responsibilities of Each Leadership Level

| School Resource Teams   |   |
|---|---|
| <b>Members:</b> Principal, Community School Coordinator, Students, Parents, Teachers, Student Services Staff, School Nurse, Community Partner Organizations, Business Leaders, Faith-based Leaders, Higher Education Partners, Health and Social Service Partners |   |
| <b>Results</b>  | Select FSCS site performance measures   |
| <b>Data and Evaluation</b>  | Produce, collect & utilize relevant data (Needs Assessment, EWRS, District-specific Community Conversations - qualitative data) |
| <b>Alignment</b>  | Design and implement activities to achieve results  |
| <b>Policy</b>   | Identify challenges to implementation and barriers to conditions for learning   |

|                                 |   |
|---------------------------------|---|
| <b>Finance</b>                  | Mobilize local community resources  |
| <b>Professional Development</b> | Provide technical assistance and opportunities for shared community learning/skill development                              |
| <b>Engagement</b>               | Promote participation through family and community engagement activities (Homework Diners, cultural diversity celebrations) |

| <b>Asheville Buncombe Middle Grades Network (leadership team and workgroups)</b>  |  |
|---|--|
| <b>Members:</b> UWABC Community School Staff (FSCS Project Manager, FSCS CQI Manager, Learning/Evaluation Manager, School Partnerships Manager, Community Partnerships Manager), School District-level Leadership, Parents, Volunteers, Nonprofit Partners Directors, School Counselors and Social Workers, Higher Education Faculty/Staff, Healthcare Directors, Juvenile Justice Director |  |
| <b>Results</b>  | Develop results-based framework as basis for evaluation and continuous quality improvement (plan, do, study, act) cycles |
| <b>Data and Evaluation</b>  | Develop strategy for collecting and using data (Needs Assessment, EWRS, Community-level Indicators)                      |
| <b>Alignment</b>  | Coordinate the work of school and community partners to support the results-based framework                              |
| <b>Policy</b>   | Package FSCS initiative- and site-level information into actionable policy recommendations                               |
| <b>Finance</b>  | Develop long-range financing strategy  |
| <b>Professional Development</b>   | Cultivate and coordinate shared professional development for school and community partners                               |
| <b>Engagement</b>   | Develop marketing and communication strategies that build community support  |

| <b>Executive Leadership</b>   |  |
|---|--|
| <b>Members:</b> UWABC FSCS Project Manager, Parents, Board Members, Superintendents, City/County Managers, Chancellors, Philanthropy CEOs, Nonprofit Presidents, Business/Health Care Leadership, Key Community Leaders |  |
| <b>Results</b>  | Agree on vision for scale-up and long-term results |

|                                 |   |
|---------------------------------|---|
| <b>Data and Evaluation</b>      | Support evaluation for accountability and quality improvement through the results-based framework               |
| <b>Alignment</b>                | Ensure policies, programs and practices of key partners support the vision and achievement of long-term results |
| <b>Policy</b>                   | Actively support policies to eliminate identified challenges and barriers                                       |
| <b>Finance</b>                  | Leverage and coordinate community-wide resources  |
| <b>Professional Development</b> | Leverage networks to expand shared learning and skill development that support long-term goal attainment        |
| <b>Engagement</b>               | Cultivate new cross-sector champions  |

**Communication and alignment** between each leadership level is critical to successful implementation of our FSCS strategy. UWABC, as the intermediary organization, is responsible for planning, coordinating and managing the FSCS strategy and grant, managing and facilitating Middle Grades Network meetings, managing needs assessments at school sites, overseeing management of the EWRS, tracking outputs and outcomes data and evaluation, and coordinating professional development and technical assistance. UWABC as the backbone is the leader in community-wide engagement, including building social capital and broad-based commitment from a variety of sectors to ensure the FSCS strategy is sustainable and scalable.

## Responsibilities of Key FSCS Personnel

Resumes of all key personnel are located in Appendix E.

FTE = Full-time commitment to the FSCS Strategy (approximately 40 hours per week)

### Project Director

**Laura Elliot, Director of Community Schools Leadership & Strategy Development**, has over twenty years of experience in the fields of youth-development, program management, direction and design. She has served as the facilitator of the Middle Grades Network and lead on the UWABC Community Schools team since 2013. Mrs. Elliot is a member of the Steering Committee for the Coalition for Community Schools, recently served as the co-chair of the Coalition for Community Schools / United Way Learning Community and participated on national-level workgroups to develop both school and initiative level standards for the Coalition for Community Schools. **(1 FTE)**

### Principal Investigator

**Zachary Goldman, Community Schools Learning & Evaluation Manager**, holds an Ed.M. in Education Policy and Management from the Harvard Graduate School of Education and has over five years experience in educational data-systems design, management and evaluation. He oversees data collection and analysis for the FSCS strategy, facilitates the EWRS, Results-Based Accountability and Shared Professional Learning workgroups, and provides support and technical assistance to the out-of-school time FSCS consortium partners. Mr. Goldman will provide direct supervision to the FSCS Continuous Quality Improvement Manager. **(1 FTE)**

## Project Evaluators

**Jill Fromewick, ScD**, Research Scientist at UNC Health Sciences at MAHEC (Asheville, NC) and Adjunct Professor, Public Health Leadership Program, UNC Gillings School of Global Public Health, has been based in Buncombe County, North Carolina, for 17 years. Dr. Fromewick has two decades of experience in process and outcome evaluations in public health and education. Since 2010, she has taught program evaluation to nonprofit staff and community members as part of the Duke University Certificate Program, and teaches Biostatistics in the UNC Gillings School of Global Public Health MPH program. Dr. Fromewick serves on the Board of Directors of the Asheville City Schools Foundation. She holds a Masters in Health and Social Behavior and a Doctorate of Science in Society, Human Development, and Health from Harvard School of Public Health. Her role will include evaluation oversight of ongoing evaluation planning, data collection tool development (e.g., new surveys, focus group guides), and data analysis and reporting. (.10 FTE)

**Kathy Foley, PhD**, adjunct professor at Thomas Jefferson University Graduate School of Biomedical Science and at The University of North Carolina Eshelman School of Pharmacy, has almost three decades of experience in measurement and implementation science, focused on the attitudes, beliefs and perceptions that drive the implementation and uptake of innovative practices. Dr. Foley, who lives in Buncombe County, also has an extensive background in the development of data infrastructure for assessing outcomes at the individual, community and institutional levels. She received her Masters in Health Services Research from the University of Michigan School of

Public Health, and her PhD in demography and sociology from the University of Pennsylvania. (.10 FTE)

### Additional Key Personnel of UWABC

**FSCS Continuous Quality Improvement (CQI) Manager, TBD**, will support all aspects of data collection and distribution for the purposes of the FSCS federal grant. This person will work closely with the Learning and Evaluation Manager, the Project Evaluators and UWABC's Chief Financial Officer to ensure timely and accurate reporting on all required elements of the FSCS project. This person will manage the CQI process for the FSCS consortium through use of results-based accountability and plan-do-study-act cycles. This position requires experience and proficiency in analyzing and interpreting both quantitative and qualitative school or program data, program evaluation and results measurement and technology-based management systems. See job description in Appendix F. (1 FTE)

**Kyle Garrett, School Partnerships Manager**, holds a Masters of Education in Applied Child Studies from Vanderbilt University and has ten years of experience in management of community school initiatives. He provides supervision and coaching to the Community School Coordinators and provides support to health and social service FSCS consortium partners. A second School Partnerships Manager will be hired in January 2021. This position will support the coaching and supervision of the Community School Coordinators and will focus on supporting innovative approaches to parent engagement. An equity lens will be used when hiring this position to ensure we are

focused on engaging parents who are often disengaged and disconnected from the school community. See job description in Appendix F. **(2 FTE)**

**Sarah Roth, Community Partnerships Manager**, holds a Masters of Social Work from Boston University and has ten years of experience in the fields of youth development and immigration services. She serves as the primary support for higher education and workforce development partnerships and supervises the MSW interns. **(.75 FTE)**

**Community School Coordinators: Linnea Burgevin (Erwin Middle), Ginny Spencer Eudy (Enka Middle), Bruce Waller (Asheville Middle), Josh Wells (Owen Middle), TBD (Reynolds Middle) and TBD (North Buncombe Middle)**, provide a critical link between the FSCS sites and the Middle Grades Network workgroups. This ensures alignment between the consortium-wide community school strategy and the school-based work. UWABC secures Bachelors- and Masters-level interns from local colleges and universities to support the Community School Coordinator at each school site. See job description in Appendix F. **(6 FTEs)**

Depending on their level of experience, Community School Coordinators receive weekly or biweekly coaching and supervision from UWABC's School Partnerships Manager. In addition, the Community School Coordinators meet weekly with UWABC's Community Schools leadership team to problem-solve, set and review goals and participate in ongoing professional development. These sessions are focused on: adaptive leadership; results-based accountability; trauma-informed practices; diversity, equity and inclusion practices; and other evidence-based best practices for empowering middle school youth and families living in poverty.

## Additional Middle Grades Network Leadership and Key Pipeline Services

### Management

**To support the success of the pipeline services and ensure key milestones are met, key personnel from consortium partners dedicate time to project design, implementation, evaluation and continuous quality improvement:**

**April Dockery, Asheville Middle School Principal**, has served in the Asheville City School System for seventeen years as a math teacher, literacy coach, administrator and now as Asheville Middle School Principal. As a founding member of the Middle Grades Network and a leader on the EWRS team and RBA Success Framework design teams, Mrs. Dockery serves as a leader within the FSCS cohort of Principals. **(1 FTE)**

**David Thompson, Buncombe County Director of Student Services**, holds an Ed.S. in School Psychology and a M.S. in Educational Counseling from the University of Tennessee. With over thirty-five years in the field, Mr. Thompson supervises school counselors and social workers, leads district Safe Schools initiatives, supervises the district Crisis Recovery Teams and facilitates partnerships with local mental health and juvenile prevention partners. He is a founding member and leader on the EWRS workgroup **(.25 FTE)**

**Amy Barry, Buncombe Partnership for Children (BPFC) Executive Director**, has over twenty years of leadership, program development and evaluation in early care and education, family support programs and mental health programs. She is responsible for strategic growth of the partnership between BPFC and the Asheville Buncombe Middle Grades Network. **(.25 FTE)**

**Alice Elio, School Health Program Manager**, has thirty-five years experience as a Registered Nurse and twenty years experience as program manager for Buncombe County Health and Human Services and Mountain Area Health Education Center overseeing school nurses throughout Buncombe County. She is directing school-based health services implementation and integrated health supports in the school system.

**(.25 FTE)**

**Hayette Bouras, Green Opportunities Program Manager**, has a degree in Health and Wellness Promotion with a passion and emphasis on nutrition, food justice and health justice. She oversees Green Opportunities' Kitchen Ready program and is responsible for a successful Homework Diner partnership. **(.25 FTE)**

**Caroline Rodier, Buncombe Partnership for Children Assistant Director**, holds a Master of Public Affairs degree with a concentration in nonprofit management which she has utilized to serve the children and families of Western North Carolina for eighteen years. She is currently responsible for kindergarten readiness with her time devoted to supervision, monitoring and evaluation. **(.25 FTE)**

**Nurse Practitioner, TBD**, will be responsible for providing medical care to patients who are students, including the diagnosis and treatment of illness, prescribing medication, management of chronic health conditions, providing health education and other health care duties. See job description Appendix F. **(1 FTE)**

**Cindy Warlick, Green Opportunities Executive Chef**, brings 20 years of formal training and work history. She leads the catering department and oversees all contract

work including Homework Diners and works directly with FSCS sites to ensure weekly events are successful. (.5 FTE)

**Audra Morrow, Children First/Communities In Schools of Buncombe County**

**Director of Community Supports**, has worked in education and youth development for almost a decade. She is responsible for providing supervision and leadership to Student Support Specialists at partner elementary schools. She co-leads the Pathways to Success partnership. (1 FTE)

**Sharon Fish, Buncombe County Schools Graduation Initiative Dropout Prevention**

**Specialist**, holds a degree in social work and has over twenty years experience in county school systems. She works closely with student services teams and community partners to achieve positive outcomes for students and build strong school-community connections. She co-leads the Pathways to Success partnership. (1 FTE)

**Brian Randall, In Real Life After-School Director**, has 10 years experience as an educator and after-school provider specializing in work with at-risk youth. He is responsible for implementing a successful after-school program with emphasis on social emotional growth, restorative practices and student advocacy. (1 FTE)

**Jamye Davis, Big Brothers Big Sisters of WNC Assistant Director**, holds a Master's degree in community counseling and has worked as a nonprofit assistant director for twenty years. She is responsible for successful community partnership with mentors and volunteers within the FSCS. (.25 FTE)

**Kerri Berkowitz, Center for Relational Practices Founder and Executive Director**, has more than ten years of experience leading schools and school districts in a

transformational paradigm shift of disciplinary practices and school climate improvement. She is responsible for providing training and consultation for the FSCS sites on restorative practices and on best practices for school-wide implementation. (.10 FTE)

**Key personnel described above (and listed in the chart below) are responsible for developing and leading systems and ongoing and regularly scheduled processes to ensure goal-orientation and accountability by all consortium partners.**

| <b>Systems and Structures to Ensure Accountability</b>            |   |
|---|---|
| <b>Responsibility</b>   | <b>Lead Personnel</b>   |
| <b>Monthly</b>  |   |
| <b>School-based Resource Teams &amp; School Improvement Teams</b> | Community School Coordinators<br>School Principals                                  |
| <b>EWRS Workgroup</b>   | Learning & Evaluation Manager   |
| <b>School-site Data Collection</b>                                | FSCS CQI Manager  |
| <b>Evaluation Leadership Team Meeting</b>                         | Project Evaluators  |
| <b>RBA Workgroup</b>  | Learning & Evaluation Manager<br>FSCS CQI Manager                                   |
| <b>Shared Professional Learning Workgroup</b>                     | Learning & Evaluation Manager   |
| <b>Restorative Practices Coaching and Consultation</b>            | Contracted Restorative Practices Trainer/Consultant                                 |
| <b>Quarterly</b>  |   |
| <b>Pathways to Success K-12 partnership meeting</b>               | School Partnerships Manager<br>Erwin Community School Coordinator                   |
| <b>Full review of FSCS project financials (budget vs. actual)</b> | UWABC Chief Financial Officer<br>Leadership & Strategy Director<br>FSCS CQI Manager |

| <b>Bi-Annually (twice per year)</b>   |   |
|---|---|
| <b>Middle Grades Network Convening (all leadership levels included)</b>   | Leadership & Strategy Director  |
| <b>Program-level data collection</b>  | FSCS CQI Manager  |
| <b>Community School Standards Self-Assessment (site-level)</b>  | Community School Coordinators<br>School Principals  |
| <b>Bi-Annual Data Sharing and Action Meetings</b>   | Project Evaluator<br>Learning & Evaluation Manager<br>FSCS CQI Manager  |
| <b>Restorative Practices in-person training of trainers and onboarding of new school and community partner stakeholders</b> | Contracted Restorative Practices Trainer/Consultant   |
| <b>Annually</b>   |   |
| <b>Community School Standards Self-Assessment (initiative-level)</b>  | Leadership & Strategy Director<br>Key Consortium Leaders  |
| <b>Summer Community School Coordinator and Principals Planning Retreat</b>  | Leadership & Strategy Director<br>Community School Coordinators<br>Principals<br>School Partnerships Manager<br>Key LEA Leaders |
| <b>Pipeline Service Budget Reporting</b>  | UWABC Chief Financial Officer<br>Leadership & Strategy Director<br>FSCS CQI Manager   |
| <b>Full FSCS Reporting</b>  | Evaluation Leadership Team  |

## Key Milestones for Accomplishing FSCS Project Tasks

In addition to the recurring work (monthly, quarterly, biannually, annually) listed above, here are one-time Key Milestones in the implementation of this FSCS Project:

### Fall Semester 2019

- July FSCS Principals Coaching Retreat (Leadership & Strategy Director and contracted trainer / consultant)
- August Hire FSCS CQI Manager (Leadership & Strategy Director)
- August Hire Reynolds Middle Community School Coordinator (Reynolds Middle Principal and School Improvement Team Representatives, School Partnerships Manager, Leadership & Strategy Director)
- August Launch Reynolds Middle FSCS site (Reynolds Community School Coordinator)
- Begin Resource Team meetings, Early Warning and Response System and qualitative data collection for needs assessment
- Begin Pipeline Service: Mental and Behavioral Health Supports
- Expand existing services: Mentors, Tutors, Afterschool and Summer Programming
- August Launch Reynolds Targeted Fundraising Campaign (UWABC Major Gifts Director)
- August Establish data collection, management and reporting policies and protocols (Learning & Evaluation Manager, FSCS CQI Manager, Project Evaluator)

- August      Begin archival data collection for Reynolds Middle School (FSCS CQI Manager)
- August      Onboard the Nurse Practitioner and School Nurse team at Asheville and Erwin Middle Schools (MAHEC School Nurse Program Manager)
- August      Onboard Two FTE Behavioral Specialists (Access Family Services)
- September   Onboard new Pathways to Success EWRS users (Learning & Evaluation Manager, School Partnerships Manager)
- September   Launch Kindergarten Readiness Programming (Buncombe Partnership for Children)
- September   Launch Parent Leadership at Enka Middle (Selected Lead Partner)
- September   Launch Restorative Practices training of trainers (Restorative Practices Consultant)
- October      Launch shared Professional Development series for all community school partners (Learning & Evaluation Manager, Shared Professional Learning Workgroup)

**Spring Semester 2020**

- February    Launch Homework Diners at Reynolds Middle (Community School Coordinator, Community Partnerships Manager)
- May          Attend Coalition for Community Schools National Forum (FSCS Consortium Leaders including all Community School Coordinators)

### Fall Semester 2020

September Launch Youth-led Restorative Practices Circles (Restorative Practices Consultant and Training of Trainers cohort)

### Spring Semester 2021

January Hire second School Partnerships Manager (Leadership & Strategy Director)

January Launch North Buncombe Middle Targeted Fundraising Campaign (Major Gifts Director)

May Hire North Buncombe Middle Community School Coordinator (North Buncombe Middle School Principal and School Improvement Team Representatives, School Partnerships Manager, Leadership & Strategy Director)

### Fall Semester 2021

July FSCS Principals Coaching Retreat (Leadership & Director and contracted trainer / consultant)

August Launch North Buncombe Middle FSCS site (Community School Coordinator)

Begin Resource Team meetings, qualitative data collection for needs assessment and Early Warning and Response System

Begin Pipelines Services: Kindergarten Readiness, Mental and Behavioral Health Supports

Expand existing services: Mentors, Tutors, Afterschool and Summer Programming

September Onboard additional Community Partners to the Early Warning and Response System (Learning & Evaluation Manager)

September Expand Parent Leadership Program to two additional schools and Parent Teacher Home Visitation to additional schools (Contracted Pipeline Service Providers)

### Spring Semester 2022

February Launch Homework Diners at North Buncombe Middle School (Community School Coordinator, Community Partnerships Manager)

May Attend Coalition for Community Schools National Forum (FSCS Consortium Leaders including all Community School Coordinators)

### Fall Semester 2023

September Launch year-long local capacity building program focused on evaluation and continuous-quality improvement (Learning & Evaluation Manager and Evaluation Team)

### Spring Semester 2024

May Attend Coalition for Community Schools National Forum (FSCS Consortium Leaders including all Community School Coordinators)

## Section 5: Quality of the Project Evaluation

### Evaluation Purpose

We have worked with our Community Schools partners and stakeholders to develop and implement a coherent, accessible, and responsive learning and evaluation system. Comprised of qualitative and quantitative data, the system enables our stakeholders to remain accountable, ensure continual program improvements, and share models and lessons learned among the schools and partners (and among other community school initiatives). Through this grant, we will further strengthen our evaluation system to:

- Continually assess the extent to which the FSCS efforts are “turning the curve” on participant and population results
- Identify key ingredients to successful implementation and results
- Pinpoint challenges, barriers and areas that can be strengthened and course corrected
- Document the model, pipeline services and lessons learned that can be shared and replicated

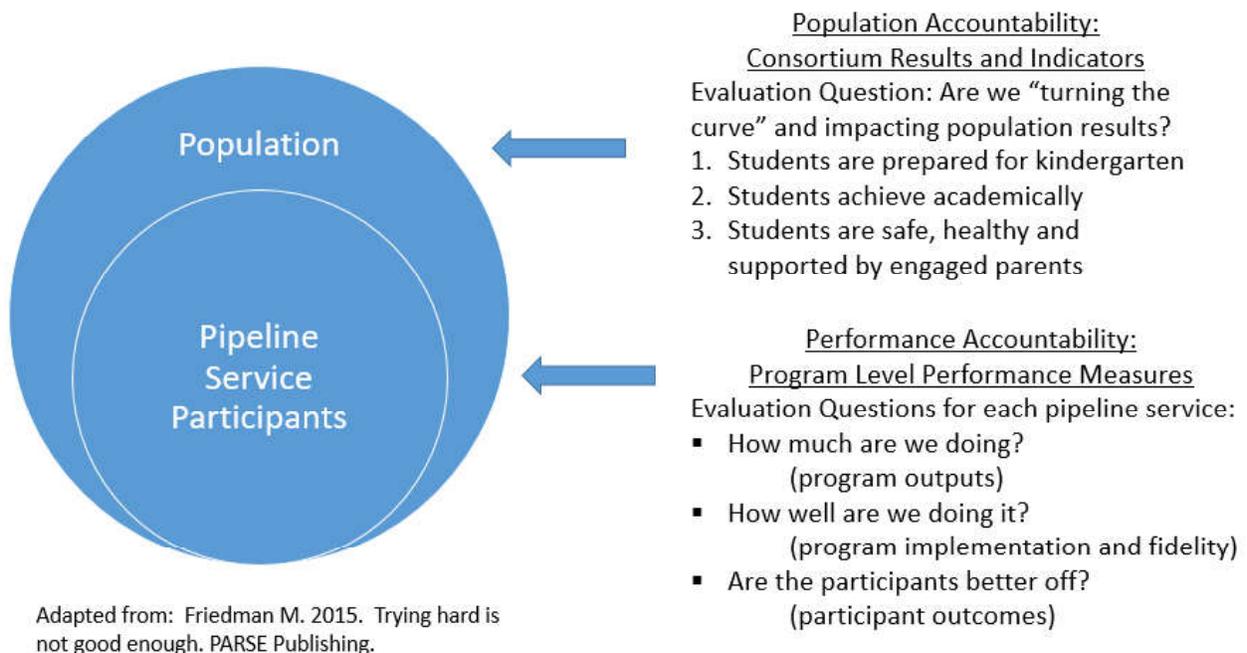
### *Our Evaluation Approach: Results-Based Accountability (RBA) - Using Shared Language and Data to Implement Process, Outcome, and Impact Evaluation:*

Our evaluation process is grounded in Results-Based Accountability (RBA), an approach used nationwide<sup>49</sup> and adopted by United Way of Asheville and Buncombe County (UWABC) and the Middle Grades Network to ensure that program evaluation is

thorough, feasible and actionable for each of our community partners and the network as a whole.

- **RBA is aligned with process, outcome and impact evaluation. It provides a framework for both formative and summative evaluation.**
- **RBA ensures that we are working towards excellence *within* each pipeline service while tracking the extent to which pipeline services are collectively generating observable progress on key community-wide indicators.**

The figure below depicts the relationship between Consortium Results/Population-level Indicators (population level) and Program-level Performance Measures, which are all described in more detail in this section.



A benefit of RBA is that all partners use the same evaluation language, and data collection is standardized across sites so that findings can be combined and compared.

## Population Accountability - Consortium Results and Indicators

### Consortium Results:

RBA enables us to start with the end in mind. Ultimately, we seek to live in a community in which:

1. Students are prepared for kindergarten
2. Students achieve academically
3. Students are safe, healthy, and supported by engaged parents

These are our “**consortium results**” - our vision for our community.

### Population-level Indicators:

We measure our success at moving towards this vision by defining **population-level indicators**. These indicators enable us to answer the question: **How much progress are we making on our consortium results?**

Population-level indicators capture data on entire schools or the entire county and are **not** limited to just students and families participating in specific pipeline services.

See the chart below for a detailed listing of the three consortium results (#1, 2, 3) and the population-level indicators (#1.1, 1.2, 2.1, etc.) used to measure each consortium result.

The Evaluation Team and RBA Workgroup formulated the population-level indicators for each consortium result based on the following criteria:

- Alignment: an indicator moving upward validly corresponds to improvement on the consortium result.
- Relevance: The indicator shows something important about our progress.

- Coverage: Taken together, the set of indicators for each result capture all parts of the consortium result.

Yearly and five-year **targets** were then set for each population-level indicator based on these criteria:

- Impact: Reaching the target shows significant, meaningful progress toward the consortium result.
- Feasibility: Given baseline data, targets are achievable with additional resources provided through the FSCS grant and local commitments as detailed in signed MOUs.

### Consortium Results and Population-level Indicators

| <u>Result 1</u>         | <b>Students are prepared for kindergarten</b>   |
|-------------------------|---|
| <u>Indicator 1.1</u>    | <b>% of kindergarten students who do not score proficient on the developmental screening tool administered during kindergarten registration.</b>  |
| <u>Measurement Tool</u> | Brigance Early Childhood Assessment III for Asheville City Schools (ACS) and Learning Accomplishment Profile-Diagnostic Screen for Buncombe County Schools (BCS)  |
| <u>Baseline</u>         | 24% in ACS, 24% in BCS  |
| <u>Target</u>           | Reduce # of students who do not score proficient by 25% (5% per year) for both ACS and BCS  |
| <u>Indicator 1.2</u>    | <b>Students' preparedness for kindergarten (Qualitative)</b>  |
| <u>Measurement Tool</u> | Surveys, interviews and focus groups (conducted annually as part of the Needs Assessment by Community School Coordinators) will assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned. |

|                         |   |
|-------------------------|---|
| <b>Result 2</b>         | <b>Students achieve academically</b>  |
| <b>Indicator 2.1</b>    | <b>% of students with a warning or off-track graduation indicator for Core Academics</b>  |
| <u>Measurement Tool</u> | Learning Circle EWRS: student-level Core Academics indicators   |
| <u>Baseline</u>         | 38.4%   |
| <u>Target</u>           | Reduce # of students with warning or off-track indicator by 25% (5% per year)   |
| <b>Indicator 2.2</b>    | <b>% of students not grade level proficient</b>   |
| <u>Measurement Tool</u> | NC statewide End-Of-Grade (EOG) subject area tests  |
| <u>Baseline</u>         | 42.3% overall for 6 FSCS Sites for 2017-18 (Asheville: 40.4%, Enka: 41.8%, Erwin: 53.0%, Owen: 38.6%, North Buncombe: 35.7%, Reynolds: 41.9%)   |
| <u>Target</u>           | Reduce # of students not proficient by 25% (5% per year)  |
| <b>Indicator 2.3</b>    | <b>Students' confidence in their ability to complete school work and favorable attitudes toward the challenge of learning new things in school (Qualitative)</b>  |
| <u>Measurement Tool</u> | CAYCI survey, interviews and focus groups (conducted annually as part of the Needs Assessment by Community School Coordinators) to assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned |

|                         |  |
|-------------------------|--|
| <b>Result 3</b>         | <b>Students are safe, healthy, and supported by engaged parents</b>                  |
| <b>Indicator 3.1</b>    | <b>% of students with a warning or off-track graduation indicator for Attendance</b> |
| <u>Measurement Tool</u> | Learning Circle EWRS: student-level Attendance indicators                            |
| <u>Baseline</u>         | 19.5%  |

|                             |   |
|-----------------------------|---|
| <u>Target</u>               | Reduce # of students with warning or off-track indicator by 20% (4% per year)   |
| <b><u>Indicator 3.2</u></b> | <b>% of students with a warning or off-track graduation indicator for Behavior</b>  |
| <u>Measurement Tool</u>     | Learning Circle EWRS: student-level Behavior indicators   |
| <u>Baseline</u>             | 11.6%   |
| <u>Target</u>               | Reduce # of students with warning or off-track indicator by 30% (6% per year)   |
| <b><u>Indicator 3.3</u></b> | <b>% of students reporting they feel unsafe at school</b>   |
| <u>Measurement Tool</u>     | CAYCI student survey  |
| <u>Baseline</u>             | 16.4% (2017-2018 School Year)   |
| <u>Target</u>               | Reduce # of students reporting they feel unsafe by 25% (5% per year)  |
| <b><u>Indicator 3.4</u></b> | <b>% of students not returning to class after a visit to the school nurse or nurse practitioner</b>   |
| <u>Measurement Tool</u>     | MAHEC's School Nursing Electronic Health Records System   |
| <u>Baseline</u>             | To be collected/set during the first year of the FSCS project   |
| <u>Target</u>               | Reduce # of students not returning to class by 20% (4% per year)  |
| <b><u>Indicator 3.5</u></b> | <b>Average number of school days missed by students with care managed chronic conditions</b>  |
| <u>Measurement Tool</u>     | MAHEC's School Nursing Electronic Health Records System and EWRS student-level Attendance indicators  |
| <u>Baseline</u>             | To be collected/set during the first year of the FSCS project   |
| <u>Target</u>               | Reduce average # of school days missed by 20% (4% per year)   |
| <b><u>Indicator 3.6</u></b> | <b>% of students who do not agree with the statement: "If I am feeling upset, sad, angry, anxious or stressed out, I know some things to do that will help me feel better."</b> |

|                             |   |
|-----------------------------|---|
| <u>Measurement Tool</u>     | CAYCI Student Survey  |
| <u>Baseline</u>             | To be collected/set during the first year of the FSCS project   |
| <u>Target</u>               | Reduce # of students who don't agree with the statement by 30% (6% per year)  |
| <b><u>Indicator 3.7</u></b> | <b>% of students who do not agree with the statement: "My parents talk to me about what I do in school."</b>  |
| <u>Measurement Tool</u>     | CAYCI student survey  |
| <u>Baseline</u>             | 14%   |
| <u>Target</u>               | Reduce # of students who don't agree with the statement by 25% (5% per year)  |
| <b><u>Indicator 3.8</u></b> | <b>% of teachers reporting that parents are invested in their child's academic success</b>  |
| <u>Measurement Tool</u>     | CAYCI teacher survey  |
| <u>Baseline</u>             | 43% of teachers responded "Frequently" or "Almost Always" to the statement, "My students' families or caregivers show they care about their child's education."   |
| <u>Target</u>               | Increase # of teachers responding "Frequently" or "Almost Always" by 30% (6% per year)  |
| <b><u>Indicator 3.9</u></b> | <b>Improvements in the extent to which students are safe, healthy, and supported by engaged parents (Qualitative)</b>   |
| <u>Measurement Tool</u>     | Interviews/focus groups of students, families, and teachers (conducted annually as part of the Needs Assessment by Community School Coordinators) to assess changes in the result, as well as gather information about ingredients for success, challenges, and lessons learned |

## Performance Accountability - Evaluating Program Implementation and Participant Results

Within RBA, Performance Accountability refers to our ability to show how we are working with and impacting our direct participants. Once population-level indicators were established, the FSCS consortium worked to ensure we have the right partners and the right pipeline services in place to move us from our baselines to our targets on those indicators.

### **Program-level Performance Measures:**

We designed **program-level performance measures** for each of the pipeline services with the following considerations:

- Success on pipeline services' performance measures is sufficient to make a significant impact on population-level indicators and achieve our targets.
- To the extent possible, performance measures are defined similarly for each program within a particular pipeline service.
- Performance measures for each pipeline service capture *outputs*, *quality/fidelity of implementation*, and *participant outcomes* and allow us to answer the following three questions:

- **How much are we doing? (Program Outputs)**

Performance measures include the number of families and students participating in each pipeline service each year of the program, as well as the number of services or programs provided (by various demographic characteristics).

- **How well are we doing it? (Program Implementation, Fidelity, and Quality)**

Performance measures include the percentage of eligible individuals or families who are enrolled in the program, program satisfaction and experiences, proportion of participants successfully participating in all program components, and improved participant knowledge and/or skills (as an intermediate step towards improved behaviors and conditions).

- **Are the participants better off? (Participant Outcomes)**

Performance measures assess our direct impact on pipeline service participants and include measures such as increases in knowledge, skills, behaviors or condition among participants and (for students) improvement on early warning indicators captured by the EWRS (attendance, behavior, core academic grades).

**This section includes the required performance measure for the FSCS program: The percentage and number of individuals targeted for services and who receive services during each year of the project period.**

**[Program-level Performance Measures for Each Pipeline Service](#)**

|  |
|--|
| <b>Pipeline Service: Kindergarten Readiness</b>  |
| <b>Kindergarten Readiness: “The Incredible Years” Parenting Program</b>  |
| <b>Performance Measures:</b> <ul style="list-style-type: none"> <li>● <b>How much?</b> # adults enrolled and who meet attendance threshold (at least 11 of 14 sessions)</li> </ul> |

- **How well?** % eligible who participate; % satisfied/would recommend to others
- **Better off?** Among participants who meet attendance threshold: % who show a decrease in harsh discipline; % who report an improvement in child's social competence

**Measurement Tools (Frequency):** Parenting Practice Interview Behavior Inventory and Eyberg Child Behavior Inventory (pre and post for each cycle), participant survey (pre and post)

### Kindergarten Readiness: Transition to Kindergarten Education Series

**Performance Measures:**

- **How much?** # families participate in educational sessions
- **How well?** % eligible who participate; % satisfied/would recommend to others; % of families attending educational sessions who report an increased understanding of kindergarten registration process
- **Better off?** # additional children enrolled in NC pre-K program

**Measurement Tools (Frequency):** Program records (each session), participant survey (pre/post)

### Kindergarten Readiness: Play & Learn Groups and Dolly Parton's Imagination Library

**Performance Measures:**

- **How much?** # students and parents who participate in Play & Learn groups; # additional families enrolled in Dolly Parton Imagination Library
- **How well?** % eligible who participate; % satisfied/would recommend to others; % of families with improved understanding of how playing with their child will help him/her be ready for kindergarten
- **Better off?** % of families reporting that they read to their child daily

**Measurement Tools (Frequency):** Program records (ongoing), pre- and post-surveys (four cycles/year)

### Pipeline Service: School-based Health Services

**Performance Measures:**

- **How much?** # referrals to nurse practitioner (from school nurse, families, etc.); # students served
- **How well?** % eligible who participate; % satisfied/would recommend to others
- **Better off?** % of patients with successful performance outcomes for acute care visits as well as comprehensive physical, mental health, nutrition, condition specific visits; % of patients (students) whose EWRS indicator for attendance improves

**Measurement Tools (Frequency):** MAHEC Electronic Health Record (time of service and via follow-ups by on-site school nurse), EWRS (tracked continuously)

### Pipeline Service: Parent Leadership

#### Performance Measures:

- **How much?** # of participating parents, teachers, and students
- **How well?** % eligible who participate; % recommend to others; # hours served by parents; # parents reaching attendance threshold; % of parents improving school engagement levels; % of teachers who agree that parent mentors had a positive impact in classroom
- **Better off?** % of students who see improvement in EWRS data (for students in classrooms served by parent mentors); % of students who see improvement in EWRS data (for students who are children of parent mentors); % of parents who report an increase in confidence interacting with school staff

**Measurement Tools (Frequency):** Program records, EWRS (tracked continuously), pre- and post-survey for parent mentors (before and after their annual term of service)

### Pipeline Service: Parent Teacher Home Visitation

#### Performance Measures:

- **How much?** # of students who received a home visit
- **How well?** % eligible who participate; % satisfied/would recommend to others; % of students who received the initial home visit who also received the second visit
- **Better off?** % of parents who report improved lines of communication with teachers; % of parents who report increased trust in the school and teachers; % of teachers who report deeper understanding of needs of the student; % of teachers who report improved relationships with students; % of students who

report improved relationship with teachers; % of students with improved EWRS indicators

**Measurement Tools (Frequency):** Program records, survey of participating parents/teachers/students (yearly), EWRS (tracked continuously)

### Pipeline Service: Homework Diners

#### Performance Measures:

- **How much?** # Homework Diners; # student/family participants; # volunteers; # culinary arts training students
- **How well?** % eligible who participate; % satisfied/would recommend to others; % of students who attend with at least one adult; # of pre-K students who attend; # of students who participate at least 4 times in a school year
- **Better off?** For students who have attended at least four Homework Diners in a year: #/% of students who see improvement in EWRS (attendance, behavior, or core course grades), #/% of students/parents who feel better connected to school, #/% of students who feel more supported by their parents/caregivers

**Measurement Tools (Frequency):** Participation records (UWABC Salesforce, updated weekly), EWRS (tracked continuously), participant surveys (end of each semester)

### Pipeline Service: Mental Health Services

#### Performance Measures:

- **How much?** # participating students; # of sessions
- **How well?** % eligible who participate; % participants satisfied/would recommend to others; # students who would not have accessed supports otherwise; % of students attending at least 75% of the group support sessions
- **Better off?** % of students with improved EWRS indicators (attendance, behavior, core course grades); % of students feeling safe at school; % of students reporting less feelings of mental health indicators such as worry, sadness, loneliness; % of students reporting confidence in having the skills to deal with difficult situations

**Measurement Tools (Frequency):** Program records, EWRS (tracked continuously), CAYCI survey (annually), pre- and post- surveys for groups

### Pipeline Service: Restorative Practices

Performance measures for Restorative Practices have not yet been determined. The national RP expert, school- and community-based staff, parents, students, and the Evaluation Team will work together to create appropriate performance measures, design systems for how to track these measures, and plan for how to utilize this data for ongoing improvement of this work.

### Pipeline Service: Mentoring and Tutoring

#### Performance Measures:

- **How much?** # of students linked with tutors/mentors, # of tutors/mentors actively supporting students
- **How well?** % eligible who participate; % satisfied/would recommend to others; student and tutor/mentor meeting frequency and attendance rates, % of tutors/mentors who return for additional terms of tutoring/mentoring
- **Better off?** % of students with increased confidence in ability to be successful academically, % of students who report feeling positively supported by at least one adult, % improving on EWRS indicators (attendance, behavior, core course grades)

**Measurement Tools (Frequency):** Program participation records, student surveys, tutor/mentor surveys (yearly), EWRS (tracked continuously)

### Pipeline Service: Out-of-School Time Programming

#### Performance Measures:

- **How much?** # students participating
- **How well?** % eligible who participate; % satisfied/would recommend to others
- **Better off?** % of students with increased confidence in ability to be successful academically, % of students who report feeling positively supported by at least one adult, % improving on EWRS indicators (attendance, behavior, core course grades)

**Measurement Tools (Frequency):** Program participation records, student survey/tutor/mentor surveys (yearly), EWRS (tracked continuously)

### Pipeline Service: Transition Supports (Pathways to Success)

Performance measures will be determined in the first few months of the FSCS grant

term and based upon key programming provided by each organization. This includes case management and intensive small group supports to ensure students stay on track towards graduation during important transition points such as when students move to a new school building. Key partners (Buncombe County Schools Graduation Initiative, UWABC, Children First/Communities In Schools, Buncombe County Health and Human Services, Asheville City Schools and Buncombe County Schools) will work together with the RBA workgroup and the Evaluation Team to create appropriate performance measures, design systems for how to track these measures, and plan for how to utilize this data for ongoing improvement of grade level transitions across schools.

### Performance Accountability - Backbone Support Performance Measures

To ensure that UWABC is carrying out our core functions as the backbone organization for the FSCS strategy, we monitor these roles as part of the evaluation, as detailed below.

#### Backbone Service: Early Warning and Response System (EWRS)

##### Performance Measures:

- **How much?** # schools/students tracked, # school/agency staff trained
- **How well?** # of users who log in at least four times each month; % of warning/off-track students who have an intervention/program in place; Staff perceptions (metric TBD)
- **Better off?** % of students on-track, % of warning/off-track students who move to on-track

**Measurement Tools (Frequency):** EWRS data exists in the system (tracked continuously), user usage data is collected by software vendor and sent to Learning and Evaluation Manager (updated monthly)

#### Backbone Service: Resource Team

##### Performance Measures:

- **How much?** # Resource Team meetings, # Resource Team attendees, \$ value of new donations to FSCS initiatives at the site
- **How well?** Extent to which each Resource Team is cross-sectional and diverse including authentic representation of target populations; results of Community

School Standards Self-Assessment (completed twice a year by the Community School Coordinator and Principal, with the support of the UWABC School Partnerships manager)

- **Better off?** % of Resource Team members who report improved sense of ownership of their Community School; % of school staff who agree/strongly agree that the community is supportive of their Community School

**Measurement Tools (Frequency):** Community School Standards Self-Assessment (developed by the Coalition for Community Schools, biannually), Resource Team membership/attendance data in Salesforce (updated monthly), donations data in Salesforce (quarterly), pre- and post-surveys for Resource Team members and school staff (beginning and end of each year)

### **Backbone Service: Middle Grades Network/Workgroups**

For EWRS Workgroup, performance measures parallel those for EWRS (above). The RBA Workgroup and Shared Professional Learning Workgroup will each agree upon performance measures for those workgroups in summer of 2019.

### **Analysis/Evaluation Plan**

Because randomization cannot be used due to school district constraints, we are implementing a quasi-experimental design that takes advantage of the fact that pipeline services will be rolled out at different times in the different schools. The staggered rollout allows for some schools to serve as a control group relative to schools implementing a pipeline service in a given year. Given the repeated assessments of the performance measures for each pipeline service, we will use time series analysis to continually assess whether the performance measures are improving over time. Rather than testing whether there is a difference in outcome between a pre and post period, time trend analysis tests whether the trend in a series of data (i.e. the slope of a line) is different from zero. In other words, using time series analysis, we can test whether the performance measures for each pipeline service are improving over time.

This approach was endorsed by the What Works Clearinghouse as an appropriate analytic method for single case designs. As recommended by Kratochwill et al. (2010), to account for potential confounding due to non-program related changes that may naturally occur over time, we will use the schools that have not yet rolled out a particular pipeline service as a control series in the time series analysis.<sup>50</sup> All statistical analyses will be conducted using SAS v9.4.

### Evaluation Team

Jill Fromewick, ScD, Research Scientist at UNC Health Sciences at MAHEC (Asheville, NC) and Adjunct Professor, Public Health Leadership Program, UNC Gillings School of Global Public Health, and Kathy Foley, PhD, adjunct faculty at Thomas Jefferson University and University of North Carolina-Chapel Hill, together will serve as the independent Evaluation Team. They will work closely with United Way's Learning and Evaluation Manager, as well as the RBA Workgroup (described below), to conduct qualitative and quantitative data collection and analysis. Drs. Fromewick and Foley currently partner with local, state and national experts to conduct collaborative, innovative, diverse, and community-driven research and evaluation to address community priorities. This grant proposal is aligned not only with their commitment to conducting process and outcome evaluations that produce reliable and valid findings, but also with their track record in community-based research and evaluation that generates results that are actionable. See their CVs in Appendix E and further description of experience in "Responsibilities of Key FSCS Personnel" (page 74).

## Ongoing Data Sharing for Learning and Action

In accordance with research on nonprofits,<sup>51</sup> we have found that intentional, data-driven learning is integral for program sustainability and success. We are committed to bringing the Evaluation Team and stakeholders together regularly for ongoing analysis and interpretation of evaluation findings and to continually course-correct as we go. Furthermore, lessons learned will be intentionally identified and reported, so that we can share program successes and challenges internally and more widely.

## The Middle Grades RBA Workgroup

The Middle Grades Network launched an RBA Workgroup in the fall of 2018 to ensure that the work of the consortium partners is implemented with fidelity and quality and has the desired impact in schools and communities. This diverse, cross-sectional workgroup is comprised of representatives of organizations and schools across the Middle Grades Network and is facilitated by the Community Schools Learning and Evaluation Manager with support from the FSCS Project Evaluators.

In particular, the RBA Workgroup is responsible for: ensuring that the performance measures/indicators align among programs and schools; supporting consortium partners in developing and implementing data collection and analysis procedures that result in program-level data that are complete, accurate, and timely; monitoring progress on “turning the curve” on our consortium-level indicators; and identifying areas of collective success and challenges to inform continuous Quality Improvement and growth.

## Tools for Data Management, Analysis and Sharing

**Learning Circle software** is used to implement our Early Warning and Response System (EWRS). Learning Circle automatically pulls attendance, behavior, and core course grades data from the schools' student information system (PowerSchool) and organizes it in an interactive, easy-to-use format that can be viewed by district and building-level administrators, teachers and community partners. The level of detail is determined by role-based privacy and security standards.

Users (depending on specific security standards) can also view data on specific user-defined subsets of their students. For example, Community School Coordinators can view data for the group of students enrolled in a particular pipeline service, for all 7th grade boys, for Hispanic students who have the highest attendance rates, or any combination of such parameters. This enables timely, powerful analysis by any user. More information is available at [LearningCircle.org](http://LearningCircle.org). See Appendix D for sample views.

**PowerBI**, a professional-grade data dashboarding tool that connects automatically to a number of key data sources (e.g., UWABC's instance of Salesforce), is a powerful tool for data visualization. It is the primary tool that is used for ongoing tracking and monitoring of consortium-level indicators and program-level performance measures. The Community Schools Learning & Evaluation Manager manages this system, based on guidance from end-users and the Evaluation Team.

One way PowerBI is being used is to enable our Community School Coordinators to view a live, interactive dashboard of Homework Diner performance measures (e.g.,

participation and volunteer rates, neighborhoods represented), which they are using each week to improve implementation.

**SAS®** (Cary, NC), is a professional and academic statistical analysis software, used for advanced analytics, multivariate analysis, and data management. Drs. Fromewick and Foley each have 15-20 years experience using SAS to manage evaluation data and conduct statistical analyses.

**RQDA**, a qualitative analysis software application which is part of the **R** package, will be used to conduct thematic analysis of interviews and focus groups. The evaluators will first hand-code texts to identify codes and develop a codebook, which will be set up in RQDA and used to code and organize information.

**Data Sharing Process and Timeline, Including Annual Reporting**

The following table provides information about our data sharing schedule, timeline, and audiences to ensure that evaluation findings are used for ongoing learning and course corrections, accountability to funders and stakeholders and sharing lessons learned in our community and beyond.

| Data Sharing Schedule                      | Participants/Audiences  | Agenda/Deliverables   |
|--|---|---|
| Monthly Evaluation Leadership Team Meeting | UWABC Learning/Evaluation Manager, Leaders of RBA Workgroup, Project Evaluators | Review of all data collected and performance measures and indicators; updating of data collection tools; reporting for monthly RBA workgroup and Annual Report; tasks / next steps / deliverables delegated; make recommendations for Quality Improvement based on findings |
| Monthly RBA Workgroup                      | RBA Workgroup   | Performance measure/indicator review; identification of areas of collective success and challenges; continuous quality improvement  |

|  |  |  |
|--|--|--|
| Bi-Annual Data Sharing and Action Meetings | Evaluation Leadership Team presents to all members of the FSCS Consortium          | Evaluation Leadership Team and RBA Workgroup reports findings to date to each level of leadership; decisions about course-corrections made |
| Conferences / Other Sharing Opportunities  | UWABC; Evaluation Leadership Team  | TBD  |
| Annual Report Due                          | Evaluation Leadership Team coordinates annual report writing and revision schedule | Annual Report (including drafts for internal review and final)   |

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