



A Central New York Leader in Full-Service Community Schools

Booker T. Washington Project ACCESS: Advancing Community Schools

Part 4. PROJECT NARRATIVE

Selection Criteria for Absolute Priority 3--Capacity Building and Development Grants

Selection Criteria 1. Need for the Project

Absolute Priority 3 — (1) A description of the eligible entity. (4625(a)(1)). The Booker T. Washington Full-Service Community Schools Coalition, (BTWC), a collaboration of the Booker T. Washington Community Center (BTW), applicant and lead partner, in alliance with LEA Auburn Enlarged City School District (AECSD), Cayuga Counseling, LLC. (CCS), Cayuga County Systems of Care network known as, Families Access to Services Team (FAST), Cornell Cooperative Extension of Cayuga County/Cornell University (CCE), county health care, and youth serving organizations, proposes a K-6 pipeline Full-Service Community Schools initiative, titled, **Booker T. Washington Project ACCESS: Advancing Community Schools** targeting 1,730 K-6 students, their families, and local school community in four existing high-poverty community schools in the City of Auburn, New York.



Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.

Booker T. Washington

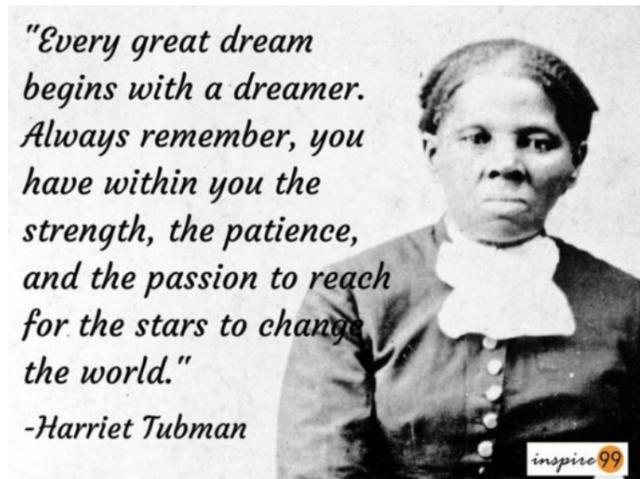
The Booker T. Washington Community Center reflects the courage and resilience of its namesake, American educator and civil rights leader, Booker T. Washington, a champion of progress through education. The Center, known as the “Colored Community Center” at its

founding in 1927, has historically given voice to the underserved. It was the almost exclusive resource for low to moderate income African American families during the early to mid-20th century. In the contemporary era, the BTW established itself as a 501(c)(3) Minority Community-Based Organization (MCBO), located in the City of Auburn's southwest quadrant, and opened its doors to a diversity of people from different economic, social, ethnic, and racial backgrounds. Today, the agency's broad range of programs welcome everyone in the community, in particular, 700 Auburn children and youth in grades K-12 served annually in Out-of-School Time (OST) programs. The youth who register for our OST programs do not typically have a place outside of their home where they feel comfortable and welcome. BTW's OST mission statement, "The children of today are the future leaders of tomorrow," is lived out every day by our qualified leadership team including the Executive Director and Board of Directors who have oversight responsibilities of our OST programming. BTW also serves as a community food distribution site for the Food Bank of Central New York during our six-week summer day camp; has added senior programming for adults ages 55 and older; facilitates health care enrollment for over 1,000 people annually; and provides community-wide, recreational, educational, and special events programming for the community at large.

BTW has a well-established partnership with the Auburn Enlarged City School District, Cayuga Counseling Services, Inc., YMCA, Auburn Community Theater, law enforcement agencies, and other youth serving organizations in Auburn. In 2013, BTW came together with the AECSD and the Partnership for Results (PFR), an innovative quasi-governmental entity directed by countywide leaders of public education, social services, and health care, to design an integrated Community Schools model program known as the Auburn Comprehensive & Coordinated Education & Services System (ACCESS). Funded by the New York State Education Department's Community Schools Grant Initiative (CSGI). ACCESS schools incorporated the six foundational

areas of support needs: (1) academic; (2) economic; (3) health; (4) family; (5) mental health and (6) social emotional learning, which became the planning framework for Auburn’s comprehensive community schools program. The ACCESS network was further enhanced in 2015 by the inclusion of the Cayuga County Systems of Care network, Families Access to Services Team (FAST), a cross system collaboration designed to be the "single door" for families to access school and community-based mental health supports.

The Booker T. Washington Community Center works and contributes to a community rich in its civil rights legacy. Auburn, New York has a long history of people and events of deep significance to national history. Auburn was the home of major figures in abolition and women’s rights, fostered in a diverse community that provided support for political abolition, self-emancipated black Americans in search of freedom and opportunity, and anti-slavery people who faced threats to their own freedom and



safety for openly supporting the rights of black Americans. Auburn is best known as the home and burial place of Harriet Tubman, 1822-1913, abolitionist and civil rights leader. Booker T. Washington said of her, “she brought the races together.” The Harriet Tubman National Historic Park in Auburn sums up the life of Harriet Tubman this way: “The legacy of her life was to forge alliances between whites and blacks at a time of incomprehensible opposition.” Seeking a safe home for her parents while on her frequent missions, Harriett Tubman purchased land and a house from the William H. Seward family in 1859 in a thriving hub of the Underground Railroad that had operated in and around Auburn for 25 years before her arrival. She left a niece in the care of

Seward's abolitionist sister-in-law for a time while she was away (Sophia Smith Collection, Smith College Libraries). She returned to Auburn after the Civil War and remained until her death in 1913, drawing on the sale of products from her farm to maintain the residents of her Home for the Indigent and Aged and becoming a beloved member of the community. Booker T. Washington traveled to Auburn in 1914 to give remarks at the dedication of Tubman's memorial, observing, "The citizens of Auburn had a chance to know her better than the citizens of any other community. Indeed, she was a prophet not without honor in her own home" (High Tribute Paid to Harriet Tubman, June 13, 1914). Support from citizens and businesses helped to cover the costs of Tubman's memorial and Washington's visit as the community mourned its adopted daughter and national hero.

Since Tubman's death, Auburn has carried forward and spread the community spirit of some of its most famous residents. Tubman's great-great-grandniece Pauline Copes Johnson, an accomplished professional and trailblazer in her own right, has worked for decades to ensure that generations of people are aware of her ancestor's important legacy. The Booker T. Washington Community Center originally a resource for the African American community, now offers inclusive services and supports for all individuals and families in Auburn, carrying forward Washington's dedication to education and service to the community. The region hosts the Auburn/Cayuga Chapter of the NAACP, which provides college stipends for graduating seniors of color in Auburn and Cayuga County and creates and distributes literature highlighting the contributions and achievements of numerous community members (NAACP, 2011).

As a decline in manufacturing and increase in large-scale agriculture changed the economic landscape in recent years, tourism featuring Auburn's historic past has become a driving force for economic development, helping the area make its past an integral part of its future (Cayuga County, 2022). The New York State Equal Rights Heritage Center has helped to highlight

Auburn’s history of diversity and the important people who have made it a welcoming home and supportive community for over two hundred years. Auburn claims William H. Seward, anti-slavery senator from 1861-1869, as a favorite son. The Seward House Museum interprets the stories of the Seward family and the home’s history as a stop on the Underground Railroad, as well as the family’s anti-slavery background and Seward’s career as Senator, Governor, and Secretary of State. And perhaps outshining even the renowned educator Washington and statesman Seward, the Harriet Tubman National Historical Park preserves and celebrates the home and history of the unstoppable woman whose faith and courage led so many to freedom and contributed to the rich and diverse history of Auburn.

Building on over two centuries of history, the people of Auburn continue to work together to support themselves and their community, and to welcome and support diverse people and perspectives to ensure its rich heritage is enjoyed, maintained, and shared for generations to come.

By developing our alliances organically, leveraging and reinforcing existing public/private partnerships across the Central New York region, the Booker T. Washington Community Center and the Auburn Enlarged City School District, along with our Coalition partners, will be guided by Harriet Tubman’s core values of “family, freedom, and community” in the implementation of our U.S. Department of Education Full-Service Community Schools initiative designed to improve the K-6 pipeline, ensure equity of voices, and promote a diversity of perspectives. Project ACCESS comes at a critical time in the life of this Central New York city, which is facing numerous challenges to the positive development of its children and youth. The targeted elementary community schools: Casey Park, Herman Avenue, William H. Seward, and Genesee Street, all face high absenteeism, low academic achievement, and high rates of mental health needs. They require a new innovative perspective to reverse the trends. To address these challenges, the proposed project is built on the four evidence-based pillars of community schools 1) integrated

supports, 2) expanded and enriched learning time, 3) active family and community engagement, and 4) collaborative leadership and practices to support high quality teaching and plan innovations along the AECSD pipeline for the children most at-risk. The project will adhere closely to the Institute for Educational Leadership’s (IEL) FSCS standards and principles emphasizing a commitment to interdependence, and incorporate the Auburn Enlarged City School District 2020-2025 Strategic Plan goals for inclusion and community involvement. The project outcomes will lead to improved student learning, higher levels of normative development among children, a healthier community, and stronger families.

Absolute Priority 3—(4)(A) The student, family, and school community to be served, including demographic information; (4625(a)(4)(A)). The school community to be served is the

catchment area of the Auburn Enlarged City School District including the city of Auburn, and the towns of Fleming, Sennett, and Owasco. Auburn and its surrounding towns are located in the beautiful Finger Lakes region of Central New York State (CNY) on the northern tip of Owasco Lake. The city is at the center of Cayuga County, 25 miles west of Syracuse with a



population of 26,664 (U.S. Census, July, 2021). The city is situated at the crossroads of New York’s highway systems, and only a few miles from the Erie Canal, the historical gateway to commerce between western NY factories and downstate commercial centers. Cayuga Community College (CCC), an accredited associate degree granting college in the State University of New York (SUNY) system, is located in Auburn. Table 1, below, shows the breakdown poverty rates by race in the City of Auburn.

Table 1. Auburn, NY Residents Living in Poverty *	
Race	Percentage living in poverty
All Groups	18
White	16.6
Black or African American	27.6
Asian	14
Hispanic	25.1
Two or more races	27.4
U. S. Census, 2021 *Pacific Islander and American Indian groups are statistically represented as 0%	

The city has an overall poverty rate is 18% compared to 11.7% in Cayuga County and 11.4% statewide; 27.6% of African Americans and 25.1% of Hispanics in Auburn live in poverty compared to 16.6% of White residents (U.S. Census, July, 2021).

Poverty is still a concern for most Auburn families and 59% of the AECSD student population live in or barely above the poverty line and designated as “economically disadvantaged.” (NYS Education Department Report Card, data, 2021).

The Auburn Enlarged City School District serves a geographic area in Central New York with a total population of about 37,000. The AECSD provides a comprehensive educational program for 4,043 full-time students. The professional staff consists of nine central office administrators, 12 school administrators, 96 instructional aides, and 325 classroom teachers with a 12.42:1 student/teacher ratio (National Center for Educational Statistics (NCES) 2020-2021). The four targeted AECSD community schools including Casey Park, Herman Avenue, William H. Seward, and Genesee Street Elementary Schools, meet **Absolute Priority 1—Title IA**

Schoolwide Program Eligibility with more than 40% eligibility for free or reduced priced lunch and at least 40% economically disadvantaged students as shown in Table 2, below.

Table 2. 2020-2021 School Enrollment & Rate of Economically Disadvantaged			
Auburn Enlarged City School District NCES ID: 3603480			
School	NCES ID No.	Enrollment	% Economically Disadvantaged
Casey Park Elementary*	360348000102	453	83
Herman Avenue Elementary*	360348000105	456	49
William H. Seward Elementary*	360348000109	488	53
Genesee Street Elementary*	360348000104	333	85
Owasco Elementary School	360348000107	340	35
Auburn Junior High School	360348000103	660	43
Auburn High School	360348000101	1,272	46
Project ACCESS schools		1,730*	67.5*
Total District		4,043	59

2020-2021 NYSED Report Card Data *Project ACCESS participating schools

Selection Criteria: Extent to which the proposed project will provide support, resources, and services. Project ACCESS will provide a comprehensive plan of pipeline services integrating the four evidence-based pillars of community schools including the following:

Multi-Tiered Systems of Support (MTSS) for behavioral, mental health, social emotional learning. Our LEA partner, Auburn Enlarged City School District, is adapting to new trends in the K-6 pipeline services to children and youth to reverse trends in high absenteeism, social emotional and behavioral problems, and low academic performance among economically disadvantaged and

minority students which pose barriers to future success. In 2020, the AECSD adopted a Multi-Tiered Systems of Support (MTSS) framework in all targeted community schools to create a coordinated system of tiered instruction, interventions, school-based counseling, universal screening, and social emotional learning (SEL) that are customizable to each child's unique needs. MTSS is an evidence-based framework to coordinate identification and intervention services for students struggling with academic, behavioral, and social emotional problems. MTSS will include high-quality instruction and evidence-based interventions matched to student needs and using data to facilitate educational decision-making. The MTSS integration in the targeted schools will expand data informed intervention through the administration of the Behavior Intervention Monitoring and Assessment System (BIMAS₂) a K-12 screening tool for rapid identification of students with mental health challenges. Currently, only the junior high and high school are using the BIMAS₂ for screening.

As part of the MTSS coordination, Project ACCESS will implement Positive Behavioral Intervention Services (PBIS) to achieve overall, safer schools, fewer disrupted classes, improved student resilience and social-emotional well-being, and improved pedagogical practices, that will increase the amount of time teachers devote to instruction, resulting in markedly improved academic achievement. Our Coalition partner, Cayuga Counseling, L.L.C. will provide Therapeutic Crisis Intervention for Schools (TCIS), in-house training for CCS school-based mental health staff, as well as AECSD teachers and student services support staff. The purpose of TCIS is to build an integrated trauma-informed therapeutic crisis prevention and management system into the school organization.

Currently assessments indicate low levels of resilience among K-3 students with more than 20% of students experiencing social-emotional problems at Casey Park and Genesee Street Elementary Schools sufficient to warrant therapeutic intervention. Assessments were conducted

as part of Primary Project, a program of the University of Rochester affiliated Children's Institute, a national evidence-based program that helps children in Pre-K through third grade adjust to school, gain confidence, social skills, and focus on learning. Primary Project addresses children's school adjustment difficulties and increases their chances for success.

The targeted elementary schools have experienced a substantial increase in the need for individual counseling services as well as a decrease in the availability of school-based counseling. In recent years, AECSD has seen mental health needs change in school settings with more students demonstrating need at younger ages, more violent behavior, more students on antipsychotic medications in regular education classrooms, and more parents in mental health crisis as well. In the 2020-21 school year, our Coalition partner Cayuga Counseling Services, LLC (CCS), served 197 students with individual school-based therapy in the targeted schools. Unfortunately, due to staffing and fiscal reasons, only 148 students were served during the 2021-2022 school year. Typically, each school has a waiting list. According to CCS the current waitlist for school-based services is more than 60.

Additionally, there were 49 referrals on a waitlist to the Cayuga County's System of Care FAST team during the 2021-2022 school year for behavior and school attendance. However, the waitlist is not a true indication of need since teachers are reluctant to refer students knowing they are relegated to a waitlist that can easily stretch to months. As a result, teachers encourage families to seek mental health services at the Cayuga Counseling Clinic in Auburn, search for private therapists locally (who rarely have openings) or discuss their child's mental health needs with their primary care physician. Many students and families languish on a waitlist in the community.

The AECSD operates two SPIRIT classrooms, self-contained classrooms for elementary students with behavioral needs, not special education. Each classroom serves a maximum of eight regular education students and is staffed with one teacher, one teaching assistant, and one Behavior

Support Specialist in each classroom. The SPIRIT classrooms were opened during the 2021-22 school year.

There has also been a marked increase among AECSD students who have talked about or engaged in self-harm. County rates are significantly worse than NYS for age-adjusted suicide mortality and self-inflicted injury hospitalizations (Cayuga County Department of Health, 2019 Community Health Assessment). COVID-related isolation and economic distress have further created the need for trauma sensitive practices and crisis and counseling services for students and families. The pandemic and shut-downs have had a negative impact since in-person classes resumed—elementary attendance in 2021-22 is at 86%, down from 94% 2019-2020, with 102 total suspensions in 2020-21 (NYS School Report Card, 2019-2020).

Referrals for discipline are a chronic problem. Last year, at two targeted schools, there were 1,536 referrals (411 at Casey; 1,125 at Genesee). Project ACCESS will expand services for promoting school adjustment and pro-social behaviors by integrating SEL programming in out of school time programs at all schools. Improved levels of learning, coupled with reduced school disorder and violence will improve levels of student engagement.

The MTSS integration will address chronic absenteeism and truancy. While the COVID pandemic is the primary contributing factor to absenteeism in the 2020-21 school year, the rates of absenteeism disaggregated by student group show great disparities among students. According to NYSED Report Card data (2021), 51.3% of our economically disadvantaged (ED) elementary/middle school students had chronic absenteeism during the 2020-2021 school year. African American students had the highest rate of absenteeism followed by all other student subgroups hovering in the 50% range, with the White student subgroup having the lowest absenteeism at 33.6%. Furthermore, AECSD data indicates that, on a 3-year average, 14% of Casey and Genesee Elementary Schools are chronically truant (10+ truant days in a year). Table

3, below, is a snapshot of the 2020-2021 chronic barriers to learning experienced by students in the four targeted elementary schools.

Table 3. 2020-2021 Data on Chronic Absenteeism in Elementary and Middle School Grades by Race			
Subgroup	Students Enrolled	Students Chronically Absent	% Chronic Absenteeism
All Students	2,563	994	38.8
White	1,911	642	33.6
Multiracial	304	154	50.7
Hispanic or Latino	151	77	51.0
Black or African American	176	116	65.9
Students with Disabilities	458	241	52.6
Economically Disadvantaged	1,580	810	51.3

NYS Education Department Accountability Data. *Chronic absenteeism data were not used for accountability status decisions in 2020-2021 due to COVID.

The MTSS integration will include a full range of SEL learning opportunities offered through Project ACCESS. Universal social emotional learning (SEL) is currently provided to students in the targeted schools including the Second Step elementary SEL program, and Botvin’s Life Skills Training (LST), a research-validated substance abuse prevention program. Also provided is Restorative Justice (RJ), with service learning, and anti-bullying and anti-gang youth development conducted by our contractual partner the Auburn Police Department (APD). The

APD provide School Resource Officers who conduct anti-bullying and youth development programs.

Integrated health services. Project ACCESS will provide dental care and vision screenings. Auburn has been designated a Health Professional Shortage Area (HPSA) and Medically Underserved Area and Population (MUAP) by the Department of Health and Human Services, Health Resources and Services Administration. The data is clear about the impact poor health care can have on student achievement. Of note, two highly treatable and preventable health concerns – oral health and vision problems – can lead to considerable academic consequences for children who lack proper screening and care. Seirawan, et al. (2012) found that children with poor dental care are four times more likely to have low-grade point average. The overall disparities in oral care among the economically disadvantaged and non-economically disadvantaged are well known. According to the CDC, 25% of children aged 5 to 19 years from low-income families are likely to have cavities compared with 11% of children from higher-income households. It is important to note that, in addition to a substantial poverty rate, Cayuga County also lacks fluoridated water. Cayuga County residents living in the City of Auburn service area rely on well water. Fluoridated water reduces cavities by about 25% in children and adults (CDC, 2022) The latest Cayuga County statistics suggest that 40% of third graders show evidence of untreated decay, exceeding New York State average of 24% (NYS Department of Health, 2022)

AECSO in partnership with the East Hill Medical Center currently offers the school-based *Brush to Crush Cavities Program*, at Genesee Street and Casey Park elementary schools. Project ACCESS will expand *Brush to Crush Cavities* in Seward and Herman Avenue Elementary Schools. Additionally, screenings will be performed at each school in September by a dental hygienist from the Cayuga County Health Department’s School-Based Preventive Dentistry Program.

Project ACCESS will offer vision screenings for students, corrective lens, and eye glass repair. Screening for vision problems may significantly impact school success for these students. A collection of studies cited by the American Optometric Association's evidence-based clinical practice guideline, *Pediatric Eye and Vision Examination*, bear this out. Doctors found that 80% of classroom learning is visual and over 20% of students have a vision problem that can be identified by screening and over 80-90% of those defects can be corrected with glasses (Glewwe & West, 2018). Low-income and minority students are disproportionately affected by untreated visual impairments; and, for a host of reasons, experience more obstructions to care and generally have less access to corrective lenses.

Services to the homeless. COVID has strained many families in Auburn, especially those experiencing poverty and unstable housing. Over the past three years, the AECSD identified 119 students experiencing homelessness. BTW provides OST programs funded by the Empire State After School Program, formula funding specifically allocated for extended learning programs for homeless children and youth. BTW serves 60 homeless youth attending Auburn city schools but the BTW Executive Director reports there are approximately 200 homeless youth in Auburn. With the ongoing financial strain, interruptions of in-person instruction, and school services, our students need support now more than ever. AECSD provides MTSS integration to homeless students and families experiencing trauma and requiring more academic and social supports. FSCS funding will enable BTW to expand OST programs for homeless K-6 students.

Selection Criteria: Close gaps in educational opportunity. Project ACCESS will serve four high-need elementary schools experiencing high poverty and risk levels, low protective factors and academic achievement.

Out-of-School-Time (OST) Learning. The BTW Project ACCESS will offer increased and enhanced OST programming to 1,730 students and their families at four K-6 school sites: Casey

Park, Genesee Street, Herman Avenue, and William H. Seward elementary schools. AECSD schools face high levels of academic underachievement compounded by serious social-emotional and health problems among students and their families, magnified by the COVID pandemic, with increased levels of homelessness, thoughts of self-harm, and students with disabilities in need of support. The OST program will help close achievement gaps early, and increase student capacity for success.

Academic success for economically disadvantaged (ED) youth in Auburn is low for all subgroups except the White subgroup. In both the Math and ELA state assessment data for grades 3-8, Auburn's ED students achieve less than half the number of Level 3 (proficient) scores compared to the White subgroup, and nearly double the number of Level 1 (below proficient) scores. Additionally, 40% of economically disadvantaged eighth graders were below essential reading and 46% below basic math on the National Assessment of Educational Progress (NAEP) assessment. NAEP provides important information about student achievement and learning experiences in various subjects.

Table 4, below, shows the NYSED school accountability status of AECSD elementary/middle schools disaggregated by student subgroups. All subgroups were identified as Targeted Support and Improvement (TSI) groups in 2020-21 except for the White student subgroup. TSI indicators included student academic achievement; student growth and school progress; and chronic absenteeism. The accountability status is the basis for each school's Comprehensive Education Plan to address specific priorities to support students and work toward future success.

Table 4. 2020-2021 School Accountability Status for Elementary/Middle Schools*

Subgroup	Status
All Students	Comprehensive Support and Improvement
White	Good Standing: Potential Target District
Multiracial	Targeted Support and Improvement
Hispanic or Latino	Targeted Support and Improvement
Black or African American	Targeted Support and Improvement
Students with Disabilities	Targeted Support and Improvement
Economically Disadvantaged	Targeted Support and Improvement

***Due to COVID, district and school accountability statuses are the same as 2020.**

Summary data in Tables 5 and 6, below, demonstrate the combined low levels of achievement at the targeted elementary schools in English Language Arts and Math. The average overall ELA proficiency rates hovered in the 34% range with grade 3 the highest at 40% and grade 5 the lowest at 23%. The mathematics results are similar. The summary data on mathematics achievement show an overall proficiency of rate of 22.5% with the highest rates in grade 3 at 31% and grade 4 at 25%. There is a precipitous drop in grades 5 and 6 with 15% and 19% respectively.

The targeted FSCS elementary schools are academically underachieving. The proposed Project ACCESS in Auburn will provide OST programming that provides wrap-around integrated Tier 1 academic remedial instruction in addition to Tier 2 instruction tailored to the needs of the child and coordinated with the regular school day program.

Table 5. (2020-2021) Grades 3-6 English Language Arts Results*

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient Level 3&4	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	305	48	16	257	84	59	23	94	37	85	33	19	7	104	40
Grade 4	334	72	22	262	78	72	27	100	38	56	21	34	13	90	34
Grade 5	334	59	18	275	82	134	49	77	28	38	14	26	9	64	23
Grade 6	297	69	23	228	77	75	33	66	29	59	26	28	12	87	38
Grades 3-6	1,270	248	24	1,022	76	340	33	337	33	238	23.5	107	10.3	345	33.8

*2020-2021 NYSED Report Card Data

Table 6. (2020-2021) Grades 3-6 Mathematics Results*

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	306	52	17	254	8	123	48	51	20	56	2	24	9	80	31
Grade 4	335	70	21	265	79	120	45	78	29	37	14	30	11	67	25
Grade 5	335	70	21	265	79	163	62	62	23	26	10	14	5	40	15
Grade 6	295	74	25	221	75	126	57	54	24	31	14	10	5	41	19
Grades 3-6	1,271	266	21	1,005	60	523	53	245	24	150	10	78	7.5	228	22.5%

*2020-2021 NYSED Report Card Data

Project ACCESS pipeline services will meet the needs of the whole child through integration of MTSS tiered academic, mental health, SEL, and academic enrichment embedded in the OST program.

Selection Criteria: Extent to which the project will address needs of underserved populations most impacted by the challenges addressed by the proposed project. The proposed project addresses the challenges of low academic performance and high rates of chronic absenteeism among minority subgroups, African American and Hispanic students, and economically disadvantaged students. The low graduation and high dropout rates of economically disadvantaged students at 57.3% and 17% respectively create a significant problem for the community (NYS School Report Card, 2019-2020, AECSD). Single-parent households in Cayuga County account for 42% of all households with female-headed households accounting for 38.1% (FRED Economic Data, 2020). This may account for the large percentage of economically disadvantaged students in the school system. Female-headed households often face unique challenges such as the dual responsibility of earning an income and meeting family responsibilities. Researchers have found that female headed households have a larger proportion of dependents, may also be poorer, have lower levels of education, are less resilient and more vulnerable to the stress and strains of daily life (Fuller, R.&Lain, J., 2017).

Given the risk factors associated with behavioral, academic, and environmental challenges, Project ACCESS will put an emphasis on building resilience among low academically performing students, economically disadvantaged students, minority students, and their families.

Parent and community collaboration. Research on academic performance suggests that students whose parents are uninvolved in their school have greater rates of absenteeism than children whose parents are involved, and that parent involvement can boost a student's self-esteem,

improve their attitude about school, reduce behavioral problems, and improve attendance (Ubale, A. et al, 2016). The AECSD 2020-2025 Strategic Plan highlights the importance of parent and community involvement in two priorities for school improvement: 1) recognizing the importance of community as a component of the support system for all students; and 2) implementing a framework for diversity, equity, and inclusion to meet the needs of all our students. In these priorities, the district seeks to leverage emergent ideas and insights to scale parental and community engagement and realize measurable achievement gains for students.

The proposed FSCS project in Auburn will meet actionable goals and objectives to meet Strategic Plan priorities by 1) convening an Community Schools Advisory Council with representatives from a broad range of the Auburn community especially underserved minority populations to ensure a diversity of perspectives; 2) creating flexible volunteering opportunities for parents and community based on parent surveys and interviews; 3) inviting parents and community members to professional development activities to build leadership and advocacy skills, public policy hearings to gather input and opinions on school policy issues, school meetings to promote meaningful collaboration with teachers; and 4) hosting school gatherings such as open house events, curriculum nights, OST summer parent events, focus groups, to foster regular, positive streams of communication with families.

The Community Schools Advisory Council will create opportunities for leadership through a Board committee structure inviting participation representing a diversity of perspectives. The Community Schools Advisory Council will lead an effort to create the *Project ACCESS Plan for Enhancing Diverse Perspectives (PEDP)*, a roadmap for meeting the AECSD Strategic Plan goals of inclusivity and community involvement. The PEDP will be a tool to advance the diversity of perspectives in leadership to have a positive impact on high-quality teaching. The PEDP will be modeled after the National Institute for Health's (NIH) PEDP process designed for their Brain

Initiative. The FSCS Community Schools Advisory Council in collaboration with the School Coordinators at each community school will develop the PEDP in the first year of the project.

Pipeline Programs for Careers in Teaching and STEM Related Occupations. Project ACCESS will improve outcomes for K-6 students on their educational journey through the use of MTSS integrated behavioral, social and academic services to address gaps in services inhibiting a good jump start to children's academic careers. To address the needs of elementary children in grades 3-6 improve engagement with learning, resilience, and promoter greater collaborative leadership and parent involvement, Project ACCESS will create three types of career pipeline services for elementary students and parents linked to OST programming, adult education, and community involvement for underrepresented populations, in particular women-headed households with children and underrepresented minority youth. The career pipeline includes 1) career exploration programs for students in grades 3-6 focused on allied health fields needed in the region, and technology careers aligned with CNY regional economic development plans for workforce recruitment and preparation in high-demand STEM occupations; 2) Adult pipeline career services for underserved residents of the school community, in particular, women heads of households who encounter barriers to pursuing a career in teaching; and 3) work embedded professional development for the current teaching workforce in the Auburn schools, and Coalition partners operating on-site in schools, which address high-quality teaching and culturally relevant interventions to improve the K-6 educational pipeline and guarantee equitable outcomes for all students.

The proposed pipeline programs and services will extend strategies to improve academic achievement, motivate and inspire participants to improve their lives, gain high-paying jobs in fulfilling careers, and meet regional Central New York economic growth potential. Project ACCESS career pipeline services are linked to the efforts of New York State agencies to improve

economic opportunities in the Central New York region, at the crossroads of New York’s highway systems and home to a number of industry sectors from health care and education to advanced manufacturing and financial services. The Central New York Area Health Education Centers (CNYAHEC) along with the Central New York Regional Economic Development Council (REDC) support the state’s innovative approach to economic development, and empower regional stakeholders to establish pathways to prosperity, mapped out in regional strategic planning.

Auburn is located in a federally designated Health Professional Shortage Areas (HPSAs) and Medically Underserved Areas (MUAs), specifically in the areas of primary health care, mental health care, and dental health. The area is served by the Central New York Area Health Education Centers (CNYAHEC) region, affiliated with a nationwide network of AHEC programs, Established by Congress in 1971, AHEC programs around the country recruit and train individuals in the health professions workforce committed to underserved populations. The CNYAHEC, created in 2001, serves a predominantly rural area with a population of 1.6 million spanning nine counties. The CNYAHEC provides a broad range of career pipeline programs for students beginning in 8th grade with a summer Medical Academy of Science and Health camp, known as MASH Camps, a three-day career exploration at local health care facilities through postgraduate medical residencies in hospitals.

Further, in 2015, the NYS Upstate Revitalization Initiative (URI) was created to strategically focus on economic development as part of the Regional Economic Development Council (REDC) initiative, a mechanism for long-term, regionally based strategic planning for economic growth in each of New York State’s 10 geographic regions. Auburn is located within the jurisdiction of the Central New York (CNY) REDC. CNY is also becoming a global hub for the Unmanned Aerial Systems (UAS) industry. Core investments in Central New York’s future have already begun, including the state’s commitment to the creation of a UAS test corridor

between Syracuse and Griffiss Air Force Base/International Airport (REDC, 2021). Thanks to these investments and others, Central New York is on a path to increasing jobs, leveraging private investment, and reducing poverty in the region.

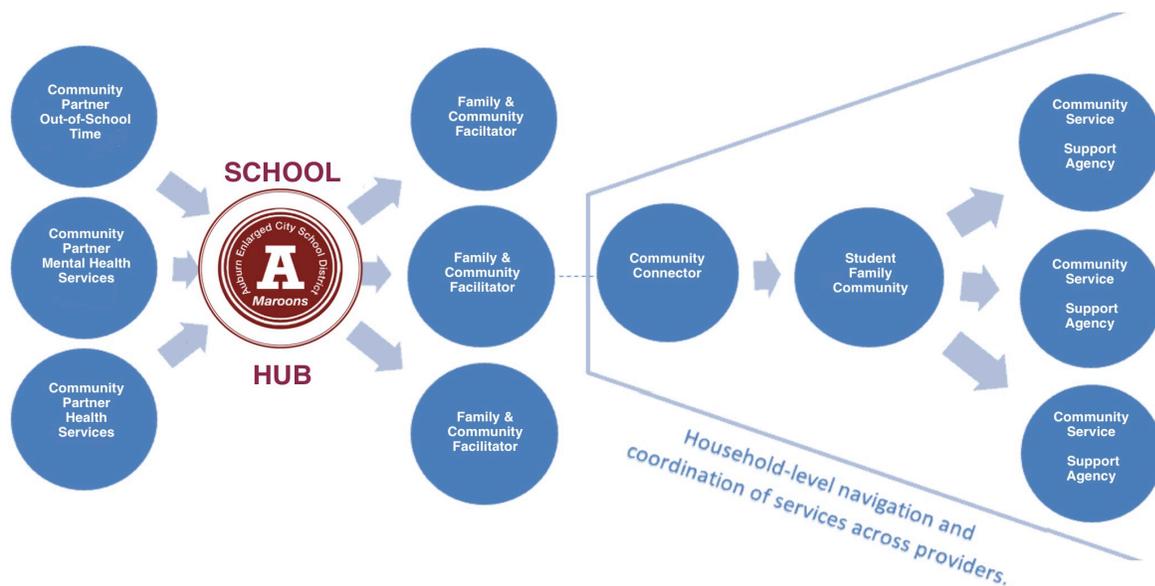
Unfortunately, despite these incentives, the most common job groups for the City of Auburn are office and administrative support, and retail sales and related occupations while the highest paid occupations are in public administration, and finance and insurance (Data USA, 2020). This implies a lack of pre-vocational readiness for the REDC's efforts to expand 21st-century demand-driven workforce training programs.

The proposed career pipeline services will enhance equity and inclusion in opportunities for Career Technical Education, and health care careers. Project ACCESS will integrate workforce and economic development resources and pre-vocational training (readiness) within our community schools to align our services with the regional strategic economic plans, inspire and motivate families, and increase resilience among at-risk students.

Selection Criteria 2. Quality of the Project Design

Selection Criteria: Design of the proposed project. *Absolute Priority 3—(4)A comprehensive plan; 4(B) A plan for conducting the needs assessment that identifies the academic, physical, non-academic, health, mental health, and other needs of students, families, and community residents; (4625(a)(4)(B)) and NFP.* The comprehensive design of the proposed project is an organic outgrowth of existing community partnerships established for the development of the original NYS Community Schools model in the Auburn, NY City Schools, titled, Auburn Comprehensive & Coordinated Education & Services System (ACCESS), implemented in 2013. The original ACCESS schools were designed as a “community hub” to offer an array of evidence-based programming serving the student, family, and community. The current

ACCESS program design builds on the original ACCESS “community hub” model enhanced with identified pipeline services to address the critical needs of low academic achievement of underserved students to create a more synergistic effect, resulting in broad-based academic, health, social and behavioral improvements. The diagram, below, captures the Project ACCESS school learning hub design, and is styled after the Winona Wellbeing Collaborative in Minnesota (Winona Wellbeing Collaborative, MN, 2022).



A learning hub is a flexible environment that contains the resources to teach, engage, and inspire students. The proposed Project ACCESS learning hub benefits as both a recipient of external services and programs, and a provider of services for students, families, and community members. Students and families are beneficiaries of services from external providers of educational support, academic and non-academic enrichment, community mental health care services, and public and private health care services. The school provides coordination and facilitation to assist students and families engage with school service providers to participate in leadership or volunteer activities or access community-based services. The Community Schools Site Coordinators and Program Specialists, serve as “family and community facilitators” to provide

troubleshooting, access school-based resources/programs, or provide referrals to community networks to connect families with county/regional services. The facilitators in each targeted community school are the links to a “community connector” i.e. Coalition partners FAST and Cayuga-Onondaga BOCES, for example, to health care, employment, or education services.

The design of the project is based on considerable public health research indicating the need for a broad spectrum of proven prevention and intervention programs serving the pressing needs of elementary school children and their families. In order for Project ACCESS to meet the needs of students and families equitably, ACCESS lead partner BTW and LEA partner AECSD along with Coalition community stakeholders conducted a needs assessment process, already underway before the announcement of the NIA. The Coalition used the following strategy to gauge the schools’ baseline needs:

- The BTW Executive Director and AECSD Assistant Superintendent for Student Services served as lead partners for the needs assessment. The primary team consisted of the AECSD Data Coordinator, AECSD Assistant Superintendent for Student Services, and with the support of others including the AECSD Assistant Superintendent of Curriculum and Instruction, AECSD Business Official, Cayuga Counseling Services, Inc Executive Director. The input of parents, teachers, administrators, and BTW Coalition members were solicited during the data collection and development stage. The process was facilitated by Wayne-Finger Lakes Board of Cooperative Educational Services (BOCES) consultants. The team conducted the following activities:
 - Gathered internal data and information from the AECSD Data Coordinator, NYS Education Department school accountability reports, AECSD strategic planning process, AECSD Comprehensive Counseling Plan, AECSD MTSS Implementation

Plan, AECSD Family and Community Engagement Plan, parent and community survey results.

- Gathered external public health data from the Cayuga County Health and Human Services Department, County Mental Health Department, County FAST Mental Health consortium, Regional Economic Development Council (REDC), Regional Cayuga Works Workforce Development Board (WDB). The needs assessment plan included review of interagency databases from these agencies.
- Designed improvements based on analysis of data, reports by the AECSD administration as documented in the Strategic Plan, and insights gained from discussions with both internal and external Coalition partners and county agencies and service providers.
- The BTW Executive Director and AECSD Assistant Superintendent for Student Services, designed broad goals considering the four pillars of community schools, academic achievement, school readiness factors, and parent and community engagement.

Absolute Priority 3—4(C) A plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—(i) Prepared for kindergarten; (ii) Achieving academically; and (iii) Safe, healthy, and supported by engaged parents. (4625(a)(4)(C) and FSCS NFP). The plan for developing measurable objectives was an outgrowth of the needs assessment process. The Needs Assessment Team, identified gaps in the inventory of community programs, services, and supports, as well as current public and private partners working within the pipeline. The AECSD Strategic Planning process was used as a model

of practical planning strategies to assist the Booker T. Washington Project ACCESS Needs Assessment Team make our needs actionable. The Goals and Objectives Table 7, below, is a list

Table 7. Project ACCESS: Goals and Objectives Linked to IEL Full-Service Community School Model Standards and Principles		
PILLAR 1: Integrated Supports		
<p>GOAL 1: To remove barriers to learning. ACCESS schools will provide social-emotional learning and integrated health services for students and their families. IEL STANDARD: Integrated Health & Social Supports PRINCIPLES: Pursue Equity; Build on community strengths; Use data and community wisdom to guide partnerships.</p>		
<p><i>Program Objective 1.1: Behavioral Supports.</i> Provide MTSS supports, BIMAS2 intervention screenings, School-Wide Positive Behavior Support (PBIS) tiered interventions, mentoring, counseling, and restorative justice for positive behavioral changes and increased student engagement manifested by improved classroom performance, attendance, decreases in truancy, and behaviors resulting in discipline.</p>		
<p><i>Measurable Objective 1.1-1:</i> By the end of each program year, there will be an improvement in school attendance and classroom performance demonstrated by a 5% decrease in disciplinary actions, suspensions, absenteeism, truancy of K-6 students.</p>		
<p><i>Outcome 1.1:</i> Increase in the number and percentage of children demonstrating improved school attendance and classroom performance each year</p>		
<p><i>Outcome 1.2:</i> Increase in the number and percentage of families and students targeted for services each year</p>		
Activities to Support This	Performance Indicator(s)	Measurement Tool

Objective		
<p>Multi-Tiered Systems of Support (MTSS). Implement evidence-based framework to coordinate identification of students struggling with behavior challenges through universal screening, early intervention, and referrals</p> <ul style="list-style-type: none"> • BIMAS2 universal screening • Positive Behavior Intervention Supports (PBIS) to guide counseling services/absenteeism/truancy • Cayuga Counseling (CCS) will provide multi-disciplinary assessment, counseling services (Child Centered Play Therapy: Cognitive Behavioral Therapy) to address 	<p>Universal BIMAS2 screening for all grades, K-6;</p> <p>PBIS School-year regular attendees (15+ hours): Up to 100 students/yr. K-6 referred annually</p> <p>Restorative Justice regularly served: up to 100 students/yr. 3-6 referrals</p> <p>School Principal management and coordination of MTSS with teachers</p> <p>100% Student participation in therapeutic sessions with CCS clinicians</p>	<p>Student participation in therapeutic sessions and validated pre-post measures used by CCS clinicians (program database, anonymized data given to evaluation team);</p> <p>RJ attendance, service learning, Behavior-related activities, and attendance entered/tracked in EZReports;</p> <p>Teacher Survey (gr.1-5) to assess engagement in learning related to behaviors as aligned with new GPRAs</p>

<p>issues/challenges related to family and social relationships; Crisis avoidance/intervention services, crisis management, service planning, after school testing for those needing extra time, and rehabilitative supports to children.</p> <ul style="list-style-type: none"> • Referrals to county systems of care network, FAST • Continued professional development on interventions and best practices (TCIS, Restorative Circles, Trauma Informed Care, PBIS, etc.) 		<p>School staff American Institute for Research’s MTSS Fidelity of Implementation Rubric; Program Director to ensure all databases, raw data given to evaluator is anonymized.</p>
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Program Objective 1.2: Emotional Supports. Provide SEL supports, mentoring for positive behavioral changes and increased protective factors demonstrated by improved student engagement.

Measurable Objective 1.2-1 By the end of each program year, there will be a 10% increase in protective factors of K-6 grade students.

Outcome 1.2: Increase in the number and percentage of K-6 children demonstrating protective factors each year.

Activities to Support This Objective	Performance Indicator(s)	Measurement Tool
<p>Social Emotional Learning Opportunities for classroom, small group and individual learning.</p> <ul style="list-style-type: none"> • Second Step, evidence-based classroom SEL • Regular and after-school teachers trained in Second Step Violence Prevention Program for development of empathy, impulse control, problem solving, and anger management skills; • Program Staff PD: Botvin’s Life Skills Training (LST) to build drug resistance skills through bolstering self-esteem, stress and anger management, social skills. 	<ul style="list-style-type: none"> • Min. 20 Second Step VP lessons annually (gr K-6); • Min. 8 Botvin’s LST lessons/yr integrated in PBL modules gr. 3-6; (gr.1-5) needing to improve will improve behavior-related engagement in learning (Teacher Survey); • Gr 3-6 will demonstrate characteristics/ behavior/protective factors that are predictors of college/career readiness for at least 1 of five domains (<i>Respect for Self, Respect for Others, Perseverance, Commitment to School, SEL</i>); • 10% gr. 1-6 w/ a school day 	<p>Survey (gr.1-5) to assess engagement in learning related to behaviors as aligned with new GPRAs;</p> <p>Annual Student Survey (gr. 3-6) to assess SE well-being characteristics/ behaviors that are predictors of CCR related to five domains; Instruments to assess student school day</p> <p>Feedback and participation of the</p>

<ul style="list-style-type: none"> • Anti-bullying, anti-gang, substance abuse. Auburn Police Department to provide anti-bullying anti-gang programming offered in the OST program after school at all schools. 	<p>attendance rate below 90% prior yr. will improve attendance rate current yr.;</p> <ul style="list-style-type: none"> • 10% gr.1-6 will decrease in-school behaviors 	<p>school principals and teachers</p> <p>Attendance records and behavioral reports</p>
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Program Objective 1.3: Integrated Health Screenings and Health Education. Provide vision and dental screenings and care, improved nutrition and health education in OST programming for increased student engagement manifested by improved classroom performance.

Measurable Objective 1.3-1 By the end of each program year, each ACCESS school will demonstrate a 10% increase in the number of students receiving health screenings and demonstrate positive attitudes about health and fitness.

Outcome 1.3: Increase in the number and percentage of children receiving health screenings and health education each year.

Activities to Support This Objective	Performance Indicator(s)	Measurement Tool
<p>Integrated Health Services:</p> <ul style="list-style-type: none"> • Dental Screening: Brush to Crush Cavities Program • Vision Screening • Lead Paint Screening in Kindergarten 	<ul style="list-style-type: none"> • Brush to Crush Cavities program and Vision screening offered to all participating sites incorporating daily brushing into the school day; dental screenings conducted. 	<p>Program participation and attendance records will be kept for the dental, vision, lead paint, homeless health</p>

<ul style="list-style-type: none"> • Students in temporary housing/homeless health screenings/SEL • Nutrition and Health Education integrated into OST PBL curricula: gardening, nutritious snack and meal planning • Fitness integrated into OST Soccer, basketball, swimming w/YMCA; Dance 	<ul style="list-style-type: none"> • Lead Pain Screening will be offered to all K-classes • SEL and Homeless Youth support and screens will be offered at all sites • Cornell Cooperative Extension/School Coordinator coordination with OST staff/regular school day teachers • 100% of sites will a) meet federal nutrition standards for CACFP meals and snacks; b) provide 5 hrs./wk. youth dev. activities (health/ nutrition, cultural, arts, music, technology); 	<p>screenings, and other wrap-around supports.</p> <p>Survey (gr.1-5) to assess engagement in learning related to health and nutrition as aligned with new GPRAs;</p> <p>Annual Student Survey (gr. 3-6) to assess well-being characteristics/ behaviors that are predictors of CCR related to five domains;</p> <p>Instruments to assess student school day; Student discussion groups quarterly. (start</p>
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		Y2); Other surveys to inform program: Student (gr.3-6), Parent, Teacher (gr.1-5), FSCS School Coordinator and Staff, and Healthcare community partner.
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PILLAR 2: Expanded and Enriched Learning Time

GOAL 2: To improve core educational services. To engage students as independent learners through high-quality learning opportunities supporting regular school day and out-of-school time expanded learning. **IEL STANDARD:** Powerful Learning **PRINCIPLES:** Invest in the whole child approach to education; Foster a learning organization.

Program Objective 2.1: To expand OST opportunities for all learners. Using a Project/Play Based Learning (PBL) approach, targeted community schools will integrate core academic educational services into OST active, age-appropriate learning experiences

Measurable Objective 2.1-1: By the end of each program year, there will be a 5% increase in academic achievement of grade K-6 students participating in OST academic support activities.

Outcome 2.1: Increase in the number and percentage of children demonstrating academic achievement in grades K-6 each year.

Activities to Support This Objective	Performance Indicators	Measurement Tools
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<p>Out-of-School Time Expansion of Core Educational Services</p> <ul style="list-style-type: none"> • Before/After School/Summer/Holidays • Daily academic support (small group, one-on-one tutoring w/ certified teachers), extended library hrs; Integrated Tiered Academic Supports in ELA, Math, and Science aligned with NYS regular school day curricula • Integrated help with Personalized Learning (PL) • Homework assistance • Project- based learning (PBL) Five 6 week-long PBL projects community-based learning • Career pipeline programs for gr 3-6 in healthcare/technology careers <p>Integrated Technology Supports</p>	<p>100% of sites will provide daily:</p> <ul style="list-style-type: none"> a) Tutoring b) Extended library hours c) Academic supports related to homework support and integrating Personalized Learning (PL) supports d) PBL core content enrichment activities related to STEM and/or literacy; e) Standards-based, digital content aligned with Digital Teaching and Learning Plan f) Blended Learning (BL) opportunities <p>100% K-6 regular participants (15+ hrs) will participate in at least one ELA and one STEM project with integrated Technology for supportive learning- based enrichment annually.</p>	<p>Enter activities, record daily attendance (EZReports); teacher reports; 2 visits/year per school by evaluator (fall/spring) Program Fidelity Checklist (PFC) (fall), Out-of-School Time (OST) tool (spring), & observe PBL content;</p> <p>Annual Student Needs Assessment from grades 3-6; Other (student) surveys to inform the program</p> <p>Parent, Teacher (gr.1-5), FSCS School Coordinator and Staff, and teachers.</p>
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<ul style="list-style-type: none"> • Technology integrated into all programs for all students; methods for integration are standards-based. • Blended Learning (BL) combines face-to-face with technology • Standards-based, digital content aligned with Digital Teaching and Learning Plan 	<p>100% of the sites will also offer Career pipeline programs for gr 3-6 in healthcare/technology careers</p>	
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Program Objective 2.2: Academic Enrichment. All four community schools will offer all participating students project/ play-based enrichment opportunities and activities, including programs that promote health and nutrition; cultural experiences; use of technology; and recreation/physical education

Measurable Objective 2.2-1: By the end of each program year, there will be a 5% increase in academic achievement of K-6 grade students participating in OST academic supports and enrichment activities.

Outcome 2.2: Increase in the number and percentage of students participating in OST academic supports each year.

Activities to Support This Objective	Performance Indicators	Measurement Tool
Out-of-School Time Academic Enrichment	100% of sites will:	Activities and attendance in

<ul style="list-style-type: none"> • Integrate into PBL curricula: gardening, nutritious snack and meal planning w/ Cornell Cooperative Extension (CCE); Arts/crafts, yoga, and music w/ Auburn Public Theater (APT); field trips; Technology w/ LTG trained faculty; Soccer, basketball, and swimming w/ YMCA; Dance Instructor; Qtly. student discussion groups (Y2) to inform planning/design of PBL modules and gauge interest in activities. • Academic enrichment with STEM • Expanded library hours, field trips, computer literacy and computational thinking skills development <p>Arts/crafts, yoga, and music w/ Auburn Public Theater field trips.</p>	<p>a) meet federal nutrition standards for CACFP meals and snacks;</p> <p>b) provide 5 hrs./wk. youth dev. activities (health/ nutrition, cultural, arts, music, technology); c) 3.75 hrs./wk. recreation/PE.; 100% K-6 participants (15+ hrs.) will engage in at least one a) health/ nutrition, b) cultural experience;</p> <p>d) technology;</p> <p>e) recreation/ physical ed. block;</p> <p>f)1 field trip per term; 100% PBL modules have cultural, recreational content.</p>	<p>EZReports;</p> <p>2 school visits/ year/site by evaluator (fall/spring) review</p> <p>PBL content and check-in w/K-2;</p> <p>Reports and/or Notes collected from the quarterly Student discussion groups beginning in Year 2 of the grant duration.</p> <p>Other surveys to inform program: Student (gr.3-6), Parent, Teacher (gr.1-5), FSCS School Coordinator and Staff, and Partner.</p>
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PILLAR 3: Active Family and Community Engagement

GOAL 3: Embrace families to mobilize family assets. To give families equity of voice and power in the community school’s leadership and decision-making structures, provide two-way culturally and linguistically relevant communication between school and families. **STANDARD:** Authentic Family Engagement **PRINCIPLES:** Invest in building trusting relationships

Program Objective 3.1: To improve parent representation. All four community schools will offer all families opportunities for developing leadership skills, including representation on the Community Schools Advisory Council, school committees, participation in school needs assessment, and participating in their children’s learning.

Measurable Objective 3.1-1 By the end of the program year, all ACCESS schools will demonstrate a 10% increase in parent involvement in needs assessment activities (surveys, focus groups, sub-committees) school planning, implementation, and evaluation.

Outcome 3.1: Increase in parent engaged and committed to their children’s learning.

Outcome 3.2 Increase in parent representation and leadership in community school decision-making activities each year.

Activities to Support This Objective	Performance Indicator(s)	Measurement Tool
<p>Parent Input on School-based Committees and needs assessments</p> <ul style="list-style-type: none"> Parent Quality Surveys available to parents 	<ul style="list-style-type: none"> 100% partner agencies represented on Community Schools Advisory Council; 75% parent representatives attend qtrly. Meetings; 	<p>Attendance and participation at Community Schools Advisory Council meetings;</p>

<ul style="list-style-type: none"> • Provide information to universal PreK parents on DIAL observations to assess students’ readiness for Kindergarten; meet with parents to discuss results; coordinate school readiness outreach to parents with local preschool programs in Auburn; provide information to parents on preschool programs available to them. • Program planning meetings will include partners, families, students, and school community • Meet with families to design partnership agreement yearly 	<ul style="list-style-type: none"> • School level meetings occur monthly with a 75% participation; • 75% parents participate in annual parent survey; • School coordinators collaborate w/ school-day teachers weekly/as needed; • Program/school level parents, teachers, students communicate monthly; • 100% school coordinators and 50% of parents complete the parent quality survey. • 50% of Families participate in needs and asset assessment • Leadership development opportunities will be available to all participating families and community members • Advocacy training offered to all parents at participating sites. 	<p>Grade level meetings; workshops and training programs; public hearings; focus groups; and assessment surveys;</p>
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<ul style="list-style-type: none"> • Families are represented on the Community Schools Advisory Council • Families participate in needs and asset assessment • Leadership development opportunities will be available to families and community members • Advocacy training provided to parents. • Parents involved in developing their children’s Personal Learning Plans • Integrated Student support. Distribution of grade-specific teacher advised homework support materials via kiosks at all schools and partnering libraries 	<ul style="list-style-type: none"> • At least 50% of Parents are involved in developing their children’s Personal Learning Plans • All Families and school community members are invited to participate in public hearings held by the Auburn school district for upgrade/changes to school policies. 	
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<ul style="list-style-type: none"> Families and school community members participate in public hearings held by the Auburn school district for upgrade/changes to school policies. 		
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Program Objective 3.2: Increase parents’ ability to assist children with homework and encourage educational achievement and improve family literacy and job readiness skills, and career development.

Measurable Objective 3.2-1: Services to parents and other adult community members. By the end of each program year, each ACCESS school will demonstrate a 10% increase in parent attendance in parenting skills workshops, life skills training (career development), adult literacy, and participation in student support activities.

Outcome 3.2: Increase in the number and percentage of parents/families engaged in adult learning opportunities each year.

Activities to Support This Objective	Performance Indicator(s)	Measurement Tool
<p>Direct Services to Parents</p> <ul style="list-style-type: none"> Parenting Skills Workshops--Monthly family engagement and/or educational opportunities; 	<ul style="list-style-type: none"> 100% sites offer min/1 family engagement activity/month; Of parents/caregivers: a) 50% attend min/1 family engagement activity/year; b) 25% participate 	Attendance/ sign in sheets at family engagement/ workshops/ literacy programs, Activity,

<ul style="list-style-type: none"> • Cayuga BOCES “Parents as Educators” Training • Life Skills Training- links to REDC regional economic development; <u>Workforce Investment Board</u>: Cayuga Works -find high-demand, middle skills training programs; links to market labor information. <u>Adult literacy programming</u> e.g., resume building, computer skills, job readiness workshops by Cayuga-Onondaga BOCES 	<p>in min/1 parent workshop, adult literacy, or counseling program/year c) 50% will report increase in knowledge in adult literacy workshops/programs topics;</p> <ul style="list-style-type: none"> • 100% sites disseminate homework support materials to at least 40% caregivers of K-6 regular attendees; • Kiosks at all sites and partnering libraries; • 100% sites provide referrals to the MCU as needed. 	<p>and attendance data (EZReports);</p> <p>Annual parent/caregiver survey;</p> <p>Parent/caregiver exit surveys (conclusion of each offering);</p> <p>Kiosk and material distribution to caregivers logged by site coordinators;</p> <p>CCS counselors track number of families served, types of services (i.e., counseling, referral, provided resources, etc.) through</p>
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		password protected document.
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PILLAR 4: Collaborative leadership and practices to support high-quality teaching

GOAL 4: Galvanize community and neighborhood resources. To recognize the school as a hub of learning and community development. **IEL STANDARD:** Authentic Community Engagement
PRINCIPLES: Commit to shared interdependence

Program Objective 4.1: Collaborative Leadership. Maintain open community collaboration in planning, implementing, and sustaining the initiative with the broadly representative Community Schools Advisory Council ensures information is shared freely, across all levels of the school.

Measurable Objective 4.1-1: By the end of each program year, each ACCESS schools will demonstrate a 10% increase in community collaboration of diverse members of the community through participation in cross-functional work teams, e.g., needs assessments, committee attendance, school planning meetings, professional development.

Outcome 4.1: Increase in the number and percentage of community collaboration by representatives of partnering organizations each year.

Activities to Support This Objective	Performance Indicators	Measurement Tool
Collaborative Leadership • Community stakeholders represented on Community Schools Advisory Council Stakeholders represented on	<ul style="list-style-type: none"> 100% partner agencies represented on Community Schools Advisory Council 75% Community Schools Advisory Council members attend qtly. Mtgs; 	Attendance/Sign in sheets; Program/School Level meetings); 2 school visits/ year/school by

<p>sub-committees addressing problems;</p> <ul style="list-style-type: none"> • Recruit active participation from diverse underrepresented community groups. • Monthly program/school level meetings • Meetings with School Coordinators, education liaisons, teachers • Ongoing communications with community stakeholders via website, social media • Community issues and challenges are discussed at school meetings. • Pipeline career services to parents and school community interested in teaching careers, job shadowing, classroom volunteering, teacher interviews, career counseling 	<ul style="list-style-type: none"> • Site level meetings occur monthly; 75% partners participate in annual partner survey; • Site coordinators collaborate w/ school-day teachers weekly/as needed; • Program/site level parents, teachers, students communicate monthly; • 100% site coordinators and 75% program staff complete QSA; 50% of K-6 regular Career counseling/career services by Cayuga-Onondaga BOCES teacher certification office; AECSD teachers; BTW OST certified teachers 	<p>evaluator (fall/spring) w/ FSCS School Coordinator interviews; Annual partner survey; Annual Parent/Caregiver and Student Survey; FSCS School Coordinator Survey (2x/year); School Staff Survey (annually); Community Service/Learning activities and attendance (EZReports)</p> <p>Teacher interviews/job shadowing records/parent survey/community survey</p>
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Program Objective 4.2: Community Involvement. Maintain ongoing community collaboration in planning, implementing, and sustaining the Project ACCESS initiative with the broadly representative FSCS Advisory Board.

Measurable Objective 4.2-1: By the end of each program year, each ACCESS schools will demonstrate a 10% increase in community collaboration of diverse members of the community through participation in professional development workshops, trainings, meetings

Outcome 4.2: Increase in the number and percentage of diverse community members participating in community school professional development each year to ensure every voice is heard.

Activities to Support This Objective	Performance Indicators	Measurement Tool
<p>Practices to Support Quality Teaching</p> <ul style="list-style-type: none"> • Invite stakeholders to teacher professional development events • Include stakeholders and community residents in school surveys • Stakeholders and parents volunteer in classrooms 	<p>10% increase in community collaboration achieved by:</p> <ul style="list-style-type: none"> a) Sending monthly/quarterly? Invitations to professional development events b) Sending key stakeholders and community residents school survey invitations as well as deadline reminders c) Invite key stakeholders and parents to volunteer in classrooms 	<p>Attendance/Sign in sheets (Program/School Level meetings); 2 school visits/ year/site by evaluator (fall/spring) w/ FSCS School Coordinator; Annual partner survey; Annual Parent/Caregiver and Student Survey;</p>

		School Coordinator Survey (2x/year); School Staff Survey (annually); Community Service/ Learning activities and attendance (EZReports)
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Absolute Priority 3—4 (D) A plan for identifying and developing pipeline services, including existing and additional pipeline services including an explanation of: (i) Why such services have been selected. (ii) How such services will improve student academic achievement. (iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. (4625(a)(4)(D) and FSCS NFP).

(i) Why such services have been selected. In response to the data collected during the needs assessment, the Project ACCESS collaborative design process identified programs and services along the K-6 chronologically sequenced pipeline to improve direct services to children addressing chronic absenteeism, behavioral emotional barriers to learning, and parent and community engagement. Auburn Enlarged City School District school improvement plans identified Multi-Tiered Systems of Support (MTSS), out-of-school-time programs, expanded career pipeline programs for grade 3-6 elementary students and parents. In 2020, MTSS was identified as a framework to address the barriers to learning. Implementation was delayed due to the pandemic. To support MTSS implementation currently, the district workforce receives well-

defined pipeline programs to promote MTSS high quality teaching. Professional development strategic planning has designed a series of programs to build the pipeline of high-quality teachers with skills in culturally relevant academic, behavioral and social-emotional tiered instruction and systems of support; relationship building; strategic instructional coaching; integrated planning, and parent and community collaboration.

As noted, the proposed FSCS project is an opportunity to increase career pipeline services for grades 3-6 students to complement NYS career pipeline programs for high school students, and provide a source of inspiration and motivation for future success. Similarly, there is an opportunity to provide adult members of the school community, in particular, women heads of households who are vulnerable to underemployment and poverty, informal pipeline services that leverage the expertise of our teacher workforce and Coalition partners, to provide them with career exploration in education sector careers. The proposed framework and design for enhanced pipeline services were developed in response to our needs assessment.

Project ACCESS proposes to offer three distinct types of career pipeline services: 1) career exploration programs for students in grades 3-6 focused on allied health fields needed in the region, and technology careers aligned with CNY regional economic development plans for workforce recruitment and preparation in high-demand occupations; 2) Adult pipeline career services to underserved adult residents of the school community who encounter barriers to pursuing career success, and 3) professional development plans for current teachers addressing the pipeline of high-quality teaching for culturally relevant and evidence-based interventions focusing on individual student need, and parental involvement to guarantee equitable outcomes for all students.

As stated in Section 1, Auburn is located in federally designated Health Professional Shortage Areas (HPSAs) and Medically Underserved Areas (MUAs), specifically in the areas of primary health care, mental health care, and dental health care. The area is served by the Central

New York Area Health Education Centers (CNYAHEC) region. CNYAHEC provide a broad range of programs for students beginning in 8th grade with a summer MASH Camp, a three-day career exploration at a local healthcare facility. The proposed Project ACCESS career exploration program will link to the CNYAHEC camp program and offer middle school age students an introduction to health careers. The Community Schools Site Coordinators, OST staff, and Coalition partners providing health services will organize the program and provide career exploration activities for primary care health including nursing and medical careers and may include field trips.

Students in grades 3-6 will also be offered a career exploration program in technology to spark interest in high-demand middle-skills occupations in the Central New York region. These jobs make up the largest percentage of New York's and CNY's workforce, and regional demand for these employees is particularly acute in fields like advanced manufacturing. The career exploration in technology careers will recruit students from underserved groups and create equity and inclusion in developing interest in Career Technical Education training (CTE) at regional colleges and other job training programs.

The Project ACCESS career exploration program for grades 3-6 will operate during OST program hours, and in the summer. Students will be offered OST activities created by Coalition partners in health care, and CTE job training such as Cayuga-Onondaga BOCES. The Project ACCESS career exploration programs will recruit students from underserved groups and serve as an introduction to pipeline programs with an age-appropriate glimpse at health care and technology careers in CNY.

Pipeline services will also be offered to underserved adult residents of the school community who encounter barriers to pursuing a career in teaching. Women heads of households with children and women of color are underserved populations. Women generally encounter

obstacles to career development because they are the primary caregivers in their homes and manage family responsibilities along with career demands. BTW and AECSD will create opportunities for women, and other interested community members, to learn about teaching and other educational related professions, and gain knowledge about educational requirements, skills, typical job duties, and career development resources. Participants will learn about the personal qualities of successful teachers and be given hands-on experiential learning including, but not limited to job shadowing, assisting a teacher in the classroom, observing team meetings. Participants will be able to speak to a representative of the Cayuga-Onondaga BOCES Teacher Certification Office for informal discussions on NYS teacher certification requirements and higher education opportunities. The purpose of the pipeline services is to offer a proactive approach to addressing job and career aspirations for individuals living at or near the federal poverty levels and aspire to a higher income level, fulfilling career, and making a contribution to the community.

(ii) How such services will improve student academic achievement. The pipeline programs at the Grades 3-6 will provide support to aspiring AECSD scholars from diverse ethnic, and economic backgrounds. For underrepresented students in STEM careers, challenges such as a lack of role models and sociocultural barriers frequently stand in the way of navigating career exploration. The Project ACCESS student pipeline programs will introduce STEM careers, and pipeline programs for high school and college students including the Pathways in Technology (P-TECH), Science and Technology Entry Program (STEP), and Collegiate Science and Technology Entry Program (CSTEP). The Project ACCESS pipeline programs for grades 3-6 will provide an academic enrichment experience in STEM content areas. The activities will consist of the academic year and summer components that will have a long-term impact on student motivation and interest.

The adult pipeline services for aspiring teachers will impact academic achievement by providing underrepresented students with role models in the classroom. Research has shown that school-related influences on student learning include role models who bring positive personal expectations into the classroom, inform the way in which students interact with others, and promote the values necessary for success (Morgenroth. T, et al. 2015).

(iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. The proposed pipeline services are highly correlated with the measurable objectives and outcomes listed in Table 7. The career pipeline programs are actually experiential learning opportunities. The literature on experiential learning is extensive. John Dewey (1859-1952) and Carl Rogers (1902-1987) devised learning theories centered on the idea of learning through experience. John Dewey popularized the concept of problem solving and using higher order critical thinking skills rather than memorization and rote learning. “Rogers considered experiential learning ‘significant’ as compared to what he called ‘meaningless’ cognitive learning.” (Wurdinger and Carlson, 2010).

*Absolute Priority 3—4 (E) A description of the pillars of full-service community schools in place or how they will implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff. (FSCS NFP). Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs. (2) Providing multi-tiered systems of supports. Pillar 1 Integrated supports (e.g., social and emotional learning, access to health and nutrition services). *Multi-Tiered System of Supports (MTSS).* LEA partner, Auburn Enlarged City School District, will implement a Multi-Tiered System of Supports (MTSS) in each of the four participating community schools. MTSS is a framework for integrating high-*

quality instruction and evidence-based interventions matched to student academic, behavioral, and social-emotional needs; and using data to facilitate educational decision-making. The MTSS umbrella in the Auburn targeted schools will include the Behavior Intervention Monitoring and Assessment System (BIMAS₂) a universal screening tool; evidence-based Positive Behavior Intervention Supports (PBIS), a three-tier approach to support children with behavioral challenges with trauma-informed practices; Response to Intervention (RTI), multi-tier approach to identify students with learning and behavior needs; parent and school/community collaboration for intervention services; and social-emotional learning (SEL); Professional development for instructional staff, ancillary support staff, and community service providers prioritizing the development of a written, structured multi-tiered system of support (MTSS)



process that is consistently communicated and implemented across the district with common expectations and accountability; Methods and strategies using MTSS to address barriers to learning in and outside of the classroom. The MTSS tiers of support are:

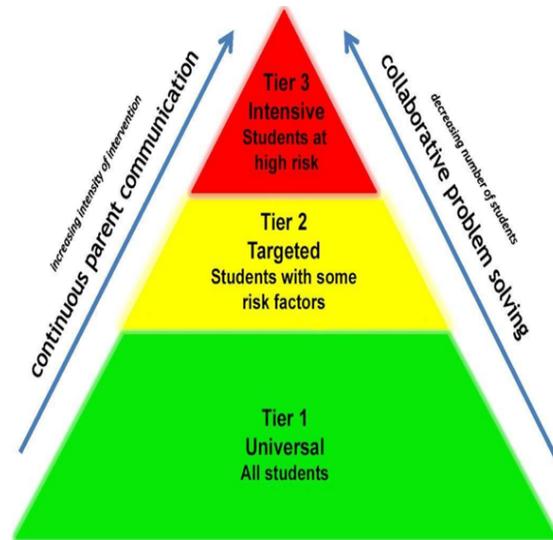
Tier 1 – Universal for 70-90% of students. Tier 1 encompasses the entire school with core instructions and basic interventions. Students who do not respond to these interventions may move into Tier 2.

Tier 2 – Small groups for 10-20% of students. Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups.

Tier 3 –Individual support for 5% or less of students. Individualized supports are provided for a subset of students with significant challenges that do not respond to interventions and supports in Tier 1 or Tier 2. Students in Tier 3 receive supports which include assistance from outside agencies such as our Coalition partner, Cayuga Counseling Services, Inc.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. This helps teachers to respond appropriately and provide students with the assistance they need to prosper in the classroom.

MTSS provides a process and structure for school teams to design, implement, and evaluate tiered instruction and specific interventions. AECSD estimates it will serve 100% of students (1,730) at



Tier I with universal screening, teaching, and learning; 20% of students (approximately 346) will participate in Tier II activities such as small group counseling or other short-term interventions, and approximately 5% (87 students) will engage with Tier III services such as referral to community counseling services, multi-disciplinary case management, and intensive behavioral support. Project ACCESS is expected to serve approximately 430 families at the Tier II and Tier III levels. BTW Project ACCESS partner, Cayuga Counseling Services, Inc. will provide school-based Tier II and Tier III counseling services. CCS will provide Child Centered Play Therapy and Cognitive Behavioral Therapy during regular day school-based counseling. After-school hours OST counseling is in the design plan which may be effective in addressing mental health, behavioral in addressing out-of-classroom barriers to learning. Cayuga Counseling Services will also provide crisis avoidance/intervention services, crisis management, service planning, after

school testing for those needing extra time, and rehabilitative supports to children. Below are the components of MTSS in the four targeted community schools:

BIMAS₂ K-12 screening tool. The MTSS integration in the targeted schools will expand data-informed intervention through the BIMAS₂ K-12 screening tool for rapid identification of students with mental health challenges. Currently, only the junior high and high school are using the BIMAS₂ for screening. The AECSD will roll out the BIMAS₂ in the elementary schools during the first year of the project grant cycle.

Positive Behavioral Intervention Supports (PBIS) with integrated Trauma Informed Supports. LEA partner, AECSD, in collaboration with BTW Coalition partner, Cayuga Counseling Services, Inc. will implement the PBIS framework in the targeted schools. PBIS is not a curriculum but rather a tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS was adopted in the targeted community schools to support students' behavioral competencies. When implemented with fidelity, PBIS improves social and emotional competence, and also improves teacher health and well-being.

Cayuga Counseling Services provides school based PBIS supports to students. CCS utilizes a best practice, multidisciplinary treatments including evidence-based and trauma-focused interventions such as Trauma-Focused Cognitive Behavior Therapy when necessary integrated within a Positive Behavioral Interventions and Supports (PBIS) framework. CCS currently operates satellite sites at each of the four Project ACCESS targeted community schools, i.e., two days/week at William H. Seward Elementary; three days/week at Herman Avenue Elementary; four days/week at Casey Park Elementary; and three days/week at Genesee Elementary School.

Each AECSD targeted community school maintains a behavior matrix explicitly taught to the students and reinforced regularly. This is shared with the school community and families to instill behavioral expectations and build collaborative relationships between school and home.

Each school also maintains a behavioral flow chart and each staff member is informed of the school-specific procedures when encountering a situation that requires behavioral interventions. All schools in the Auburn Enlarged City School District adhere to the Code of Conduct that is shared annually with the school staff and families in the opening day student packets and is also found on the AECSD's website.

Response to Intervention (RTI) with supports for barriers to learning within and outside the classroom. AECSD will implement RTI during the regular school day and BTW will extend RTI learning in the OST program. RTI is an ongoing, tiered system of academic supports that identifies students' academic needs in the classroom setting, collects and analyzes data, and monitors and adjusts programming accordingly with a three-tier response.

RTI addresses barriers to learning within and outside of the classroom, in particular, barriers to learning at home as a result of the recent pandemic. Online learning during the pandemic showed that some homes have limited tools for students; and for some student groups, academic, social, and emotional learning barriers increased during online learning time. One-to-one support and small group instruction, and the use of multisensory support materials will be used to assist students in overcoming barriers.

RTI gives students who are struggling academically the chance to succeed by using interventions prior to a special education referral. RTI includes high-quality curriculum and instruction, on-going professional learning and collaboration with school staff, regular communication and collaboration with parents, and academic intervention services. Table 8, below are the tiers of support:

Table 8. Response to Interventions Tiers of Support

Auburn Enlarged City School District

	Frequency	Length	Duration	Ratio	Teacher of Intervention
TIER 1	Majority of Students receive differentiated whole group and small group instruction in the classroom				Teacher
TIER 2	3-5 times/ week	Up to 40 minutes; OST extended learning time	6-8 weeks between review meetings	1:5-6 students	Classroom teacher, Teaching Assistant, intervention teacher or special education teacher
TIER 3	5 times/ week	40 minutes and OST extended learning/additional sessions	6-8 weeks between review meetings	1:1, 1:2, or 1:3	Intervention teacher or special education teacher (specialist in reading)

Social-Emotional Learning (SEL). The Project ACCESS partners recognize the importance of explicitly teaching and supporting student development in the area of social and emotional skills. By maintaining a focus on social and emotional learning, the school district and community partners are supporting our students in learning to identify their feelings, communicate with others, manage situations, build strong relationships, and be an empathetic member of the community. Developing these skills supports our students’ academic progress and positive contributions to our

school community and the greater Auburn community. The AECSD will integrate the following SEL instructional programs:

- Second Step: Lead partner, Booker T. Washington Community Center, will embed Second Step into OST programming for all schools. Second Step is a research-based program for out-of-school time settings that helps support youth development and build more positive communities through social-emotional learning. lead partner, will integrate Second Step SEL in OST programming in all schools. Second Step provides age-appropriate activities for children in Grades K–5, and online training and embedded supports for adult facilitators.
- Botvin’s Life Skills Training: Coalition partner, Cayuga Counseling Services, Inc. offer LifeSkills Training (LST) during the regular school day. A certified counselor from Cayuga Counseling Services will lead LST activities to help strengthen and encourage self-esteem and positive behavior. LST is a well-researched, school-based substance abuse and violence prevention program, geared to upper elementary beginning in grade 3. LST consists of three major components linked to high-risk behaviors. The three components are 1) Drug Resistance Skills; 2) Personal Self-Management Skills; and 3) General Social Skills.
- Anti-Bullying/Anti-Gang SEL. The AECSD’s contractual partner, the Auburn Police Department, currently provides School Resource Officers (SROs) for all the targeted schools. The SROs will conduct anti-bullying and anti-gang youth development during regular OST hours.

County Systems of Care Mental Health Network (FAST). The Cayuga County Families Access to Services Team (FAST) is used as a referral service to provide additional Tier 2 and 3 supports to students and families. The FAST network meets regularly with school and community

agencies to develop individualized intervention plans for student coordinated with other MTSS services. Last year, 49 referrals were made to the Cayuga County's System of Care for behavior and school attendance. The two AECSD secondary schools made 65 referrals to FAST.

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. Additionally, the AECSD FAST Coordinator provides outreach to school staff on the nature and purpose of the Cayuga County Systems of Care (SOC) network, and increases the school community's knowledge about FAST. The Auburn Enlarged City School District supports the FAST network and works with internal and external mental health care professionals to improve and expand the network. The current AECSD FAST Coordinator was invited to join the SOC network seven years ago and has a thorough understanding of FAST services and partner agencies. All school referrals are sent directly to FAST Coordinator who facilitates the referrals back to the original school referral source. The coordinator has the responsibility of serving as Single Point of Contact for all school-based services; consult and troubleshoot with elementary school faculty and principals on the integration of mental health services and facilitate referrals to the CCS behavioral specialists.

The school and community connections are vital in developing and sustaining an effective county-wide network. Even now, with the adoption of MTSS integrations, many teachers and members of the school community don't have experience or understanding of the SOC concept or scope of programs and services. In 2021, the FAST Systems of Care conducted a *System of Care Action Planning Workshop* for FAST stakeholders representing Cayuga County's children, youth, and young adult service systems. The workshop offered stakeholders an opportunity to develop a strategic plan based on identified systems and service level gaps and opportunities to address the needs of youth and families with cross-systems needs. Four AECSD representatives participated including the principal of Project ACCESS Seward Elementary Community School, and the

AECSD Director of Special Education. Five CCS representatives participated including the Clinic Director, Director of Preventative and Support Services, Victim Services Coordinator, and Executive Director. The spirit of collaboration within the team creates a sense of community ownership that promotes the ability to talk openly and honestly about the mechanisms that are available to support interventions and services, as well as gaps in services.

MTSS Professional development. The AECSD 2021-2026 professional development plan provides for ongoing training on development of a written, structured multi-tiered system of support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability. The training communicates the district's MTSS plan to all school staff at Staff Development Day. The RTI chairpersons and coaches work with district and school leaders to communicate the process/expectations of identifying, intervening, and measuring success. RTI chairpersons and coaches use multi-media materials to illustrate the steps in the RTI/MTSS process that will be available to all staff each September. Check-ins will be conducted with teachers taking students through the MTSS process. Data will be reviewed and analyzed at data meetings to determine instructional/social-emotional implications. The progress of different groups such as race, gender, ethnicity, and socio-economic status will be reviewed.

Pillar 1 Additional Integrated Health Services. *Personal safety, hygiene, lead paint screenings and dental health services.* East Hill Medical Center is a non-profit medical office offering primary care services to both adults and children. East Hill Medical will enhance each student's self-confidence and personal hygiene once monthly. All students are required to attend weekly SAVAR courses to learn to identify and report abuse, set healthy relationship boundaries, and develop healthy relationships. East Hill will provide Project ACCESS schools with school-based dental care including a broad range of preventive and routine dental services including

screenings, cleanings, fluoride treatments, fillings. East Hill will also provide lead paint screening in kindergarten.

Health and Nutrition Education and Enrichment Programming. Cornell Cooperative Extension of Cayuga County (CCE), a quasi-governmental educational outreach agency of Cornell University with state and national networks to translate the latest evidence-based findings generated at Cornell, and delivered through research-based programs to fight childhood malnutrition, build parenting skills, and address problems facing communities. CCE is a Booker T. Washington Coalition partner and will provide ACCESS schools with OST programming such as urban agriculture programs, including the cultivation and processing of home-grown fruits and vegetables, nutrition and health education integrated into project-based learning to enable students to engage in activities to promote healthy eating and behavior. CCE will provide families with Mobile Food Pantry at the schools to assist families and fight childhood hunger. Project ACCESS will also leverage BTW's existing USDA Child and Adult Care Food Program (CACFP) funding a community garden for farm-to-table food supplies for snacks and meals.

Pillar 2 Expanded and enriched learning time (e.g., after-school enrichment and summer school). Booker T. Washington Community Center, lead partner and applicant, will operate OST programming before and after school, holidays, and summer. BTW will provide students in Grades K-6 the following OST services:

- The OST program will be a coordinated effort by Booker T. Washington Full-Service Community Schools Coalition partners AECSD, the YMCA, Auburn Public Theater, Cornell Cooperative Extension of Cayuga County, East Hill Medical Center, Cayuga-Onondaga BOCES, and Program in operate three hours per day, five days per week for a total of 480 hours. The summer program will operate for six weeks, five days/week, for 6.5 hours a day for a total of 195 hours. Administrative supervision of each school site program will be

conducted by the Community Schools Site Coordinators with one Program Specialist (Head Teacher), and one Program Assistant (Assistant Teachers). One Project-Based Learning teacher and one Youth Homeless Director will coordinate services for all four school sites. BTW will hire NYS certified teachers for instructional staff at a staff/student ratio of 1:10. The Project ACCESS Program Director will provide overall administration of the FSCS program in all school locations and liaise with school administration, Community Schools Advisory Council, Coalition partners, and the community.

- BTW will target elementary school students who are under-performing academically, underserved youth, and those who need behavioral and wellness supports. Homeless students and families and others experiencing trauma will be provided with more academic and social supports as needed. Coalition partner Cayuga Counseling Services will provide MTSS counseling services during OST hours to homeless youth if needed.
- BTW will hire NYS certified teachers to provide RTI tiered-instruction in ELA/Math/Science core curriculum and learning supports in alignment with the regular school day curriculum and coordination with teachers.
- BTW will provide a range of SEL programs including Second Step, Botvin's LST. The Auburn Police Department, contractual partner, will provide OST youth development anti-bullying and anti-gang programs, and 6) supports for adult caregivers to increase their capacity to promote their children's education and their own workforce skills.
- Coalition partner Cornell Cooperative Extension will provide nutrition, obesity prevention and health education.
- BTW will leverage their Junior Staff program offering AECSD high school students paid mentoring opportunities to help elementary students with homework, giving high school

students positive ways to use their own after-school time and incentive to maintain good behavior.

- AECSD teachers will work directly with FSCS School Coordinators at each school, meet monthly to ensure school personnel identify potential program participants and communicate specific students' needs to the program staff. Academic activities will meet NYS learning standards.
- BTW teachers will incorporate technology enhancements used by AECSD faculty leveraging state of the art instructional strategies acquired from a previous NYSED Learning Technology grant. Students will develop digital fluency through Blended Learning (BL) and flipped classroom teaching strategies. BL and flipped classrooms allow students to conduct online research and gather basic concepts and background information on curriculum content they are studying in their regular day class. BL and flipped classroom techniques will be incorporated during OST program hours through reading, online research, and other online multi-media methods.
- Academic enrichment with STEM, project- and community-based learning opportunities, expanded library hours, field trips; and computer literacy and computational thinking skills development.
- East Hill Medical Center and Cayuga-Onondaga BOCES will offer STEM related pipeline programs for grades 3-6 to introduce students to careers in health/medicine and technology. The pipeline programs will target underrepresented youth, in particular, African American and Hispanic youth with an interest in medicine and technology. The pipeline programs will be an introduction to careers and students will be encouraged to continue their career exploration in and high school through NYS Education Department's P-Tech, STEP and CSTEP pipeline programs. Students interested in medical careers will be encouraged to

contact CNYAHEC for information on their MASH camp serving 8th grades. Interested students will be connected to other pipeline programs in the area that may be available to them.

- Auburn Public Theater will provide arts enrichment through weekly programs in dance, music, film making, and yoga.
- YMCA of Auburn will provide swimming lessons for students.

Pillar 3 Active family and community engagement. The targeted community schools in Auburn are already highly collaborative as a result of implementing the NYSED community schools framework since 2013. All members of the school community are valued and seen as contributors to the goals of the district. However, the problems facing the targeted schools today, almost a decade later, present the community with a unique set of challenges. The high rates of absenteeism and behavioral barriers to learning, low academic achievement among minority and economically disadvantaged youth require the collective efforts of all stakeholders.

Project ACCESS will boost active family and community engagement by integrating new ideas on collaborative leadership, and outreach to underserved populations, in particular, women headed households with children, underrepresented African American and Hispanic families, economically disadvantaged families and those of underperforming students. Our plan is to provide scaled activities in four distinct categories 1) parenting, 2) communication, 3) decision-making, 4) personal growth. Project ACCESS will focus on key initiatives in each category to offer families and community members flexible options for engagement, bearing in mind obstacles to involvement. The key initiatives are

- *Parenting.* Cayuga-Onondaga BOCES will offer “Parents as Educators Training.” Parents as Educators is an accredited course promoting a reflective approach to support partnerships between teachers and families, the parent-child relationship, and family well-

being. Online resources include activities for families and children, parenting information, and resources to support family development. AECSD will also Kiosks within each school building to provide parents with instructional materials linked to grade level curricula parents can use to assist their children in completing homework assignments.

- *Communication.* Families will be offered a range of online and in-person activities to stay connected with classroom teachers and administrators. The hub school design will enable families and community members to access school staff serving as family and community facilitators to discuss volunteer opportunities in the schools, seek out help with a problem, or request a referral to a community-based health care provider or career counseling help.
- *Decision-making.* Project ACCESS, through the Project Director, and Community Schools Site Coordinators will convene a FSCS Community Schools Advisory Council with a standing committee structure. The Council will be comprised of representatives of underrepresented groups including families and community members. BTW will leverage its relationships with private and public agencies, advocacy groups, civic clubs, and others to seek out individuals from underrepresented groups. The Council will also have representatives of Coalition partners, local employers, and other stakeholders. Additionally, The Community Schools Advisory Council will lead an effort to create the Project ACCESS *Plan for Enhancing Diverse Perspectives* (PEDP), a roadmap for meeting the AECSD Strategic Plan goals of inclusivity and community involvement. The PEDP will be a tool to advance the diversity of perspectives in leadership to have a positive impact on high-quality teaching. The PEDP will be modeled after the National Institute for Health's (NIH) PEDP process designed for their Brain Initiative. The Community Schools Advisory Council in collaboration with the School Site Coordinators at each community school will develop the PEDP during the first year of the project.

- Personal Growth.* Pipeline service to enable parents and community members an opportunity to explore careers in teaching. Cayuga-Onondaga BOCES Teacher Certification Office will provide opportunities for discussions on teacher certification requirements, higher education programs. Participants will be offered career exploration activities in the schools such as shadowing a teacher, assisting in a classroom, interviews with school staff, among other activities to gain knowledge and understanding of the scope of work conducted by teachers. Individuals interested in pursuing a career in the education sector will be referred to local State University of New York (SUNY) colleges offering teacher education programs. Families will be offered adult literacy programs by Cayuga Onondaga BOCES, and GED equivalent programs, resume writing, career counseling, and referrals to job training programs. The AECSD will provide coordinated professional development that is research-based professional learning. The professional development will provide educators and community partners with opportunities to analyze, apply and engage in research; ensures that educators have the knowledge and skill to meet the diverse learning needs of all students; ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education as highlighted in Table 9, below.

Table 9. Auburn Enlarged City School District Embedded Professional Development

Plan for Full-Service Community Schools Program*

Purpose	Needs Analysis	Activities	Evaluation
Effective engagement	A survey administered to staff, families, and	Continued implementation of personalized learning	Stakeholder survey responses from staff,

Table 9. Auburn Enlarged City School District Embedded Professional Development Plan for Full-Service Community Schools Program*

Purpose	Needs Analysis	Activities	Evaluation
of all district stakeholders: program students, staff, families, and community.	students to formulate a plan to get all stakeholders involved in the whole child. Communicate extracurricular opportunities for students Professional learning opportunities for staff to employ differentiated instruction that engages students	strategies coordinated with staff Professional learning on differentiated instructional practices with staff Embedded professional learning to implement personalized learning* and culturally relevant and effective student engagement strategies Attendance analysis at school community events	students, and families Attendance data reports Participation in clubs and extracurricular activities Auburn Enlarged

*The proposed activities are based on the current 2022 plan and are subject to change as needs assessment are conducted and new 2022-2023 plans are developed.

Pillar 4 Collaborative leadership and practices to support high-quality teaching. The Auburn Enlarged City School District will maintain the community schools framework and implement a high-quality curriculum, instruction, and balanced assessment model for all students. All staff will implement evidence-based practices including high yield instructional strategies that increase higher-order thinking, collaboration and creativity, and student engagement.

The FSCS Community Schools Advisory Council, in collaboration with the AECSD administration, BTW Executive Director, and community partners will ensure that a collaborative working environment is created in all targeted community schools that adheres to the principles of collaborative leadership by 1) ensuring that information is shared freely, across all levels of the school; 2) identified school work teams are cross-functional and have representatives from parents, community, and school; 3) there are clearly defined ways to contribute in which every voice is heard; 4) decisions, to the extent possible, are made as a team; and 5) team leaders will prevent silos, to the extent possible.

Allocation of resources will support program development dedicated to promoting creative problem solving and critical thinking. We will seek to leverage emergent ideas and insights to realize measurable achievement gains for educators and students. The Booker T. Washington Full-Service Community Schools Community Schools Advisory Council will continually create benchmarks for success that align targeted resources to evaluate and enrich the quality of our instructional programs. Each student will be provided equitable access to meet and exceed the standards for college and career readiness.

Selection Criteria: Extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature. BTW has successfully implemented, monitored, and sustained a broad spectrum of evidence-based programs and strategies in Auburn. The proposed project draws on evidence-based programs including the Institute of Educational

Leadership (IEL) community school model, multi-tiered mental health services, county systems of care network, social-emotional learning, project-based learning, parent engagement strategies for job training and access to economic opportunities in high-demand industries in CNY, and state of the art research in the integration of digital learning in academic instruction, as described below:

The Institute for Educational Leadership’s Coalition for Community Schools is a leader in the community schools movement and provides a strategy for school improvement based on a comprehensive approach to shared responsibility for success. The IEL model chosen for Project ACCESS schools, is built on a two-part set of standards to promote 1) school infrastructure through “knowledge, skills, and dispositions that school and community partners need in order to plan and implement successful and impactful community schools”; and 2) “common student-centered opportunities to enhance programs, supports, and services for high-quality teaching and learning” (IEL, 2017). A cornerstone of the model is to increase student engagement and improve self-directed learning. “Student engagement increases when youth develop trusting relationships with stable adults, learn skills regarding self-regulation and build competency (academic and non-academic) that provide them with a “deep sense of agency” (Glisson, C., & Schoenwald, S. K. (2005). The BTW Coalition joined the *IEL Research Practice Network*, a communication strategy of the IEL research team to enable individual schools to connect with other community schools and researchers as well as receiving announcements on new research and access to webinars, conference calls, and publications.

Multi-Tiered Systems of Support (MTSS) is a model for integrating student supports across academic, social-emotional, and behavioral realms. MTSS provides a preventative focus, a team-based-systematic approach, universal screening, evidence-based practices, tiered interventions of increasing intensity, student progress monitoring, and at the core of all this is data-based decision making. ACCESS will expand administration of the *Behavior Intervention Monitoring and*

Assessment System (BIMAS₂) universal screening for all students enrolled in the targeted schools. BIMAS is a popular screening tool to detect students in need for further behavioral assessment and treatment. Many validity and reliability studies have been conducted showing BIMAS provides adequate reliability and has good normative data and psychometric properties excellent for RTI assessment (Meier, S. 2004, 2000, 1998).

As part of the MTSS framework, Project ACCESS will implement *Positive Behavioral Interventions and Supports and trauma informed practices*, PBIS, tiered interventions to achieve overall, safer schools, fewer disrupted classes, improved student resilience, social-emotional well-being, and improved trauma informed pedagogical practices, that will increase the amount of time teachers devote to instruction, resulting in markedly improved academic achievement. PBIS is a research-based framework for tiered intervention supports. The National Technical Assistance Center on PBIS is a collaboration between the U.S. Department of Education and operates School-wide PBIS technical assistance centers throughout the country.

AECSD will implement Cornell University's Therapeutic Crisis Intervention for Schools (TCIS), in-house training to build an integrated trauma-informed therapeutic crisis prevention and management system into the school organization. In an international study of TCIS to explore its significance in decreasing the prevalence of behavioral critical incidents, researchers found that the program increased the ability of staff to manage and prevent crises and assist students in finding new ways of coping (Rodgers & Hassan, 2021).

The MTSS team will also rollout the integrated *Second Step Violence Prevention Program*. The program for K-5 schools is a universal, classroom-based, social-emotional learning curriculum to nurture children's social-emotional competence and foundational learning skills. Second Step Elementary classroom kits are evidence-based materials proven effective in improving prosocial skills, empathy, and conduct in elementary students (Low, S., et al. 2015).

The program includes age-appropriate lessons and online training, family communications, and additional educator resources built on the research that social, emotional, and cognitive development are interdependent. Research has shown that children need social and emotional competence to succeed in school (Flook, L., et al. 2005). Regardless of socio-economic factors, social-emotional competence leads to improved relationships and increased school connectedness, which all provide powerful support for academic success (Wilson, D. 2004).

Project-based learning (PBL). AECSD teachers, educational liaisons, and the BTW Community School Site Coordinators will design *Project Based Learning (PBL)* modules aligned with NYS Learning Standards and Common Core Curriculum to create five 6-week long PBL projects each year to keep students engaged, encourage critical thinking, and introduce them to 21st-century careers. Students in PBL classrooms have outperformed students in traditional classrooms by 8%, and students from low-income households saw similar gains compared with wealthier peers, indicating PBL can be a more equitable approach (Terada, Y. 2021). Each module will integrate ELA and math skill-building and science, social science, and cultural activities to address diversity, equity, and inclusion in the program, with focal points including alternative energy, community mapping, local history and economics (Railsback, J. 2002). For example, a sample PBL module could involve nutritious meals, where students work with Cornell Cooperative Extension, pick ingredients from a community garden, and utilize science, math and reading skills to prepare a culturally themed, healthy meal from recipes. As students become more familiar with PBL modules, they will help plan and design subsequent modules.

Integration of digital learning in academic instruction. Project ACCESS will leverage NYSED Learning Technology funding in Blended Learning (BL) combining traditional instructional methods with technology-based digital content. BL combines traditional education methods with technology-based or enriched activities. BL is especially valuable in differentiated

instruction settings where students' education activities are determined based on each student's strengths, needs, and interest rather than generically assigned "for the class." Research on of BL initiatives that have been truly successful have highlighted that success requires data collection and monitoring and data-driven decision-making. Letting assessment and progress results drive how the technology is used provides needed guidance to strategy implementation. Well-monitored BL programs have resulted in increases in Math in particular. A two-year randomized trial by RAND that examined the effectiveness of BL among algebra students showed middle and high school students "improved high school performance by 8 percentile points (Pane, J. 2013).

Selection Criteria: High-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives. The implementation plan depicted in Table 9, below, reflects a path to the desired state, proposed in Project ACCESS, of integrating the four pillars of community schools into a school improvement plan. The implementation plan for Project ACCESS focuses on the core elements of the pillars to remove barriers from learning, promote the interdependence through trusting relationships, provide academic instruction that is customized through differentiated tiered instruction, and embed integrated supports to extended learning and enhance the regular school day instruction. The evaluation strategies used by Project ACCESS are American Evaluation Association (AEA) measurement standards combining qualitative and quantitative data collection methods to gather data to assess progress towards meeting intended outcomes. The evaluation strategies include site visits with interviews and focus group events to observe and gather information about implementation issues and progress towards project objectives. Administrators will be interviewed, and instructional and OST staff will be asked to participate. Site visits will also include focus groups with key constituencies (parents and students) to probe implementation issues and assess affects. The evaluation methods we will use also include

Project Leader Interviews and Staff Focus Groups. Interviews and focus groups with project staff and implementers of targeted interventions covering a range of implementation issues including program understanding, support, fidelity to the model, and effects on students and impacts on ACCESS schools.

Surveys of Parents/Caregivers of Clients of Tier 2 and 3 services will be used. Anonymous surveys of these parents and caregivers will help measure, among other matters, their satisfaction with and understanding of the services and the extent of their involvement.

Databases: On a quarterly basis, team members will conduct a review of caseload data collected in EZReports, and the databases used to monitor MTSS the OST program. These data, along with AECSD archival data regarding student performance and behavior, will allow a general assessment of program-specific impacts on attendance, referrals for discipline, suspension, and academic achievement.

Fidelity measurements will be used including the MTSS Fidelity of Implementation Rubric (American Institute for Research, 2022) and the PBIS Fidelity tool, PBIS Tiered Fidelity Inventory (Center on PBIS, 2022).

Table 10. Booker T. Washington Full-Service Community Schools

**Project ACCESS Implementation Plan Overview with
Four Pillars of Community Schools Integration**

**Mission: To transform the classroom, excite the child, motivate the family, and
bring harmony to the community**

(1) Integrated Supports	(2) Expanded and Enriched Learning Time	(3) Active family and Community Engagement	(4) Collaborative Leadership and Practices to support quality teaching
<p>IEL Standard 2: Integrated Health and Social Supports Principle: Remove barriers to learning; Pursue equity</p>	<p>IEL Standard 1: Powerful Schools Principle: Engage students as independent learners through high-quality learning opportunities</p>	<p>IEL Standard 3: Authentic Family Engagement Principle: Embrace families to mobilize assets</p>	<p>IEL Standard 4: Authentic Community Engagement Principle: Commit to shared interdependence</p>
<p>Objective: By the end of each program year, ACCESS schools will see improvement in school attendance and</p>	<p>Objective: By the end of each program year, there will be a 5% increase in academic achievement of grade</p>	<p>Objectives: By the end of the program year, all ACCESS schools will see a 10% increase in high quality parent</p>	<p>Objectives: By the end of each program year, all ACCESS schools will see a 10%</p>

classroom performance by a 5% decrease in disciplinary actions, absenteeism, truancy of K-6 students.	K-6 OST students participating in tiered academic and MTSS supports, academic enrichment, and greater parental involvement	engagement with their child's school	increase in collaborative decision-making among members of the school community.
Multi-Tiered Systems of Support (MTSS) Differentiated practices; data-based decision-making; consult with colleagues; consult with parents.	Out of School Time Learning Project-based learning; data-based decision making; team coordination; align with regular school day; have fun	Parent Representation Parents on committees; create team roles; opportunities for leadership; build relationships	Collaborative Leadership Asset mapping; flexibility to contribute; focus on what's important; build relationships
Evaluation Site Visits/Interviews and Focus Groups and Fidelity measures	Evaluation Databases used to monitor MTSS; Surveys of Parents/Caregivers of Clients of Tier 2 and 3 services	Evaluation Project Leader Interviews Staff focus groups	Evaluation Focus groups; Collect useful data; groups; self-assessments

Selection Criteria 3. Quality of the Project Services

Selection Criteria: Extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project. The proposed FSCS schools in Auburn are already highly collaborative as a result of implementing the NYSED community schools framework since 2013. All members of the school community are valued and seen as contributors to the goals of the district. The AECSD 2020-2025 Strategic Plan recognizes seven priorities and highlight the importance of community as components of the support system for all students; implementation of a framework for diversity, equity and inclusion to meet the needs of all our students; and recruiting and retaining a diversified staff to meet the needs of all students. In these priorities, the district seeks to leverage emergent ideas and insights to realize measurable achievement gains for educators and students.

The proposed FSCS Project ACCESS will extend and extend the district’s strategic plan and build on the original foundation of the community schools to expand the sphere of influence by the community in the life of the schools.

The Booker T. Washington FSCS Coalition partners will expand a diversity of perspectives through two evidence-based approaches: 1) Coalition partners will espouse a “collective leadership” management philosophy, a form of “leadership based on shared values for achieving impact in the public interest, rather than individual leadership based on self-interest” (Brooks, S., & Grint, K. 2010). and 2) create a “Plan for Enhancing Diverse Perspectives” (PEDP) modeled after a similar strategy by the National Institutes for Health’s (NIH) Brain Initiative.

Collective Leadership philosophy. BTW, lead partner, and the AECSD, LEA partner, will provide training for the FSCS Community Schools Advisory Council members on IEL community schools standards promoting respectful inclusion of all voices and applying a “collective leadership” philosophy to planning and decision-making. The collective leadership approach

builds the capacity of individual leaders to act as change agents by a) identifying the challenges to leadership, i.e. in investing time to think about the unknown challenges, being proactive and avoiding reactive behavior; b) increasing circles of influence to reach beyond what we can control as individuals; and c) mobilizing Council committees in tackling outcomes that are socially desirable. Project ACCESS will use this approach in meeting the IEL principle to commit to interdependence and shared accountability, and collaborative planning and implementation. Booker T. Washington Community Center will ensure a collective leadership philosophy is infused into the culture of the schools through the work of the FSCS Community Schools Advisory Council including start-up activities, workshops, professional development, and meetings.

Plan for Enhancing Diverse Perspectives. The FSCS School Coordinators at each school location will convene a school-based work group to create a school “Plan for Enhancing Diverse Perspectives” (PEDP), a summary of strategies to advance the merit of full-service community schools through inclusion. The key elements of a PEDP are to provide a summary of strategies each school will identify that advance Project ACCESS goals, objectives, and outcomes through expanded inclusion, and identify approaches to meeting defined PEDP goals. For example, the PEDP potential strategies might include:

- School staff on the Community Schools Advisory Council and subcommittees who represent different career stages as well as different grade levels, gender, content area expertise;
- Training and mentoring opportunities to encourage participation of non-traditional families and community members;
- Partnerships with community advocacy groups or professional societies to help recruit individuals for Community Schools Advisory Council subcommittees from among the

underserved groups for example women heads of households, individuals with disabilities, ethnic and racial minorities, the homeless, etc.

- Outreach activities to various public stakeholders (e.g. policy makers, higher education faculty/administrators, business leaders) to improve engagement and understanding of how the Auburn Full-Service Community Schools program may be mutually beneficial.
- Recruit AECSD high school students to participate on the Community Schools Advisory Council.

Selection Criteria 4. Adequacy of Resources

Selection Criteria. Extent to which there are plans for a full-time coordinator at each school including a plan to sustain the position beyond the grant period. *Absolute Priority 3 (4)(F) Plans to ensure that each full-service community school site has a full-time coordinator.*

The Booker T. Washington Community Center, applicant and lead partner, will hire one full-time Project Director who oversees implementation of the FSCS program in all four targeted schools and four full-time Community Schools Site Coordinators (SSC) for each participating school. The Project Director will report to the BTW Executive Director. The BTW Board of Directors will monitor the management of the FSCS capacity building project (fiscally and programmatically) in each school and will assist the BTW Executive Director and Project Director in a long-term, diversified funding strategy. Initially, BTW will rely on a decreasing portion of grant support over the life of the grant by boosting support from other sources, specifically the NYS Advantage After School funding. Subsequently, BTW will use data analysis of annual program evaluations to conduct a media campaign to promote fundraising, private and public grants development, and deepen collaboration with our Coalition partners to continue the OST through cost sharing arrangements, primarily with the Auburn Enlarged City School District. BTW is a 95-year-old

organization with a long history of financial stability and success in marketing its programs to the community. The primary method of preserving funding for the OST community school programs will be to remain financially stable.

Selection Criteria. Description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school. Over the course of 15 years, the applicant BTW and LEA partner AECSD, have jointly developed a set of protocols, practices, and databases to ensure that all programs and services function at levels that meet or exceed their validating research.

A Project Director will be hired in addition to four dedicated Community Schools Site Coordinators, (SSC) one for each targeted school. The Project Director will be an education professional who has experience with systems management in an educational environment, has managed OST student programs. The Director will work with schools, program staff, teachers, parents, and community stakeholders to integrate and coordinate the components of the project to meet its goals and mission. The Project Director will structure the program to provide an enriching experience based on the interests or needs of the school, parents and students. The Directors will be the spokesperson for the program and promote its activities in the community.

The Community Schools Site Coordinators will be responsible for coordinating and implementing the project components, in particular, the OST program at each school site. The SSC duties shall include, but are not limited to assisting in the selection of OST program staff, including interviewing; supervising delivery of OST programming, and integration of such as SEL and youth development activities. The SSC will conduct meetings with regular school day and OST teachers to coordinate and integrate tiered academic interventions in remedial instruction in the OST schedule including the integration of Personal Learning Plans (PLP), Blended Learning (BL) using technology. The SSC's will be responsible for shared rules and regulations governing the

successful operation of the program; Submit routine and required reporting documentation, including statistical data, to the Project Director as required; Attend FSCS Community Schools Advisory Council meetings; and understand and satisfy all requirements of the funding agency.

Project ACCESS involves the coordination of a broad array of evidence-based programs, OST programming aligned with the regular school day, multi-tiered systems, and technology rich programs. The Project Director in collaboration with all Community Schools Site Coordinators will establish the FSCS Community Schools Advisory Council, organize meetings with coalition partners, and AECSD teacher and Student Services staff, coordinate MTSS services between the regular school day and OST program; review Cayuga Counseling caseloads and monitor and implement the services. Services will consider the child's family and community contexts, are developmentally appropriate, and build on the strengths of the child and family to meet the mental health, social and physical needs of the child. The School Site Coordinators will ensure schools have access to teachers and administration in the building, facilitate referrals, provide troubleshooting and support throughout the school year.

The position will plan, integrate, coordinate, and facilitate programs and services at each school through shared administrative responsibilities with the BTW Executive Director, and AECSD Assistant Superintendent for Student Services serving as the AECSD district liaison. Both have extensive experience implementing and monitoring federally and state-funded school-based initiatives involving multiple agencies. The SSC will exercise programmatic oversight and will be in charge of day-to-day ACCESS implementation and coordination.

Selection Criteria 5. Quality of the Management Plan

Selection Criteria: (A) 1. The extent to which the grantee has a strong plan for a broadly representative consortium that reflects the needs of the community and its stakeholders. The Booker T. Washington Full-Service Community Schools Coalition is a broadly

representative consortium of agencies serving the Auburn school community built on a shared vision of community schools, good communication, effective financial management systems, and a clear understanding of the practical details of operating the scope of services necessary to meet the goals, objectives, and outcomes of the proposed project.

To ensure the strength and effectiveness of the collaboration, the original 2013 partners were re-evaluated and selected according to rigorous criteria, including: extensive experience (10 years or more) and evidence of success implementing one or more programs in the Auburn Enlarged City School District to address the unmet needs of the population (based on participation, outcome, and fidelity to the program); evidence that the programs they had implemented in the past met the standards for Evidence-Based and effective programs (e.g., successful replication, sustainability, third-party evaluation, etc.), and being well-known and regarded in greater Auburn, with a history of serving the interests of the community. The Coalition partners are listed in Table 11, below, with identifying role and type.

**Table 11. Full-Service Community Schools Program
Booker T. Washington Full-Service Community Schools
Coalition Partners**

Partner	Role	Type of Organization
Booker T. Washington Community Center, Inc.	CBO lead partner/fiscal agent; OST program provider; SEL; family services provider	501(c)(3) Educational organization
Auburn Enlarged City School District	School partner; core educational services, SEL, Youth development; family services	LEA
Cayuga Counseling Services, LLC	School-based counseling; mental health services provider	501(c)(3) Health care organization
Cayuga County Systems of Care, Families Access to Services Team, FAST Network	Coordination of community-based counseling; mental health and family services	Local government
Cornell Cooperative Extension of Cayuga County, Inc.	Health education provider	501(c)(3) Educational organization
East Hill Medical Center, Inc.	Health care provider; health education	501(c)(3) Health care organization
YMCA of Auburn-WEIU, Inc.	Recreation provider	501(c)(3) Educational organization
Auburn Public Theater, Inc.	Arts and youth development provider	501(c)(3) Educational organization
Literacy Volunteers of Cayuga County	Training and technical assistance	501(c)(3) Educational organization

The key reason for continuing with the original 2013 consortium was to maintain consistency of current services and open up new opportunities for funding in order to extend community school services especially for underserved children and families. Maintaining an effective coalition of service providers which operates efficiently is time consuming and requires good management over the long term. It also requires the ability to overcome the barriers to successful partnerships such as differing operational systems and corporate cultures. The Auburn coalition are service providers are known to one another, have worked together in the past, and

able to operate efficiently and act quickly to resolve problems. All partners bring significant expertise to the project, agreed upon roles and responsibilities, and agreement on how the project's finances are to be managed. **Lead Partner:** The Booker T. Washington Community Center will take the lead in implementation and fiscal management of Project ACCESS. The BTW Board of Directors is comprised of directors of public agencies that have an interest in improving the welfare of vulnerable children and families. BTW will support the partnership through management of the grant funds and leveraged investment in existing OST programming for elementary students.

Selection Criteria: (A) 2. A description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU. Absolute Priority 3—
(2) A preliminary MOU among all partner entities of the eligible entity, identified at the time of application, (4625(a)(2) and FSCS NFP). The Booker T. Washington Full-Service Community Schools Coalition executed a preliminary MOU which is attached to this application. The Coalition partners are comprised of Booker T. Washington Community Center, Auburn Enlarged City School District, Cayuga Counseling, LLC., Cornell Cooperative Extension, East Hill Medical Center, YMCA, the Auburn Public Theater, and Literacy Volunteers of Cayuga County.

Partner Responsibilities: All partners will have the joint responsibility to work together to provide a high-quality Full-Service Community Schools program to fulfill and achieve the purpose, goals, objectives, and outcomes of the program, complying with all applicable state and federal non-discrimination laws and regulations, to ensure participation in the program for students, teachers, parents, and other beneficiaries with special needs. The partners will work together to provide families equity of voice and power in the community school's leadership and decision-making structures, make data available to the program to meet Federal reporting requirements, and provide a representative to the Full-Service Community Schools Advisory Team.

The Booker T. Washington Community Center will serve as the lead applicant and fiscal agent for the grant and use fiscal controls and fund accounting procedures that will insure the proper disbursement of and accounting for the grant funds. Ensure all students will receive a nutritious snack after signing into the program—Mondays thru Fridays in the cafeteria; provide certified teachers for a one hour after-school Academic Enrichment hour. The program will include homework assistance, one-on-one tutoring, diagnostic online learning, and/or project-based learning and will start 15 minutes after the final bell.

BTW will convene and facilitate the Community Schools Advisory Council, ensuring families are represented on the Council, as well as representatives of the community reflecting a diversity of perspectives; hire educators familiar with the cultural backgrounds of their students and families; hire or appoint a Community Schools Director; hire or appoint a Community Schools School Site Coordinators for each of the four schools who will serve as a full-time coordinator of pipeline services at each school. BTW will leverage NYS Advantage After School program funding to provide Genesee Elementary School, Seward Elementary School, Casey Park Elementary after school programs and for students from other elementary schools at the Booker T. Washington Center with three hours of after school programming each school day that includes one-hour of academic instruction. The program will also provide Field Trips, Gardening, Arts and Crafts, Physical Activity, Botvin’s Life Skills, Dinner, Swim Lessons through the YMCA, Music, Dance, Cooking Classes, and Mentorship.

Support partner activities by ensuring and promoting student, family, and staff participation including, but not limited to student attendance at school based mental health, health, dental appointments, and volunteer participation in community events. Elementary students will have the opportunity to take part in special weekly field trips. These trips will engage them in the arts, sciences, historical, and cultural materials. These will occur on select Fridays from 4:30-6:15, and

parents will be invited to accompany their child. The Community Schools Director will serve as a representative to the Cayuga County Family Access to Services Team (FAST). Hold regularly scheduled advisory meetings (quarterly) between the staff of the partnering agencies, school principal(s) or designee, other appropriate personnel and key stakeholders including students, families and community members to discuss all issues pertaining to the program. Conduct monthly Youth Advisory Council where students have the opportunity to give feedback to the staff and community members about what activities and programs, they are interested in. Conduct quarterly parent meetings. Encourage parents to attend the meeting that will outline the program and expectations of program participants and their guardians. Collect data according to the data collection plan and enter into a data-sharing agreement with the partnering school in order to provide the necessary data required for outcomes and GPRA reporting. Working with the external evaluator, ensure all required reporting to the U.S. Department of Education is made in a timely and accurate manner. Staff who provide services at the school(s) will participate in training on the School Emergency Response Plan and the school's emergency procedures and will ensure that there is staff on-site during program hours trained in first aid, CPR and medical emergencies; follow the protocol for emergency notification of parents and guardians.

BTW will ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled. Ensure that all applicable local and state requirements for staff clearances are met. Invite designated school staff to attend staff meetings as necessary. Attend school staff meetings as requested by the school principal. BTW will make staff available for in-service training and professional development throughout the school year and arrange for appropriate substitute coverage.

The Auburn Enlarged City School District will assure the availability of clean spaces for the program in an adequate number of classrooms with adequate ventilation and space for social distancing, as required by the CDC; space might also include the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space as appropriate for the program, including adequate office space for program staff; provide facilities for a variety of physical activities and instruction will be offered to elementary students in the gym or outdoors. AECSD will supply adequate and appropriate storage space for the program's materials and equipment. Facilitate the provision of full custodial services. Identify and organize appropriate security for the after-school program.

Provide high school students as mentors to the elementary students who will meet once a week with their assigned student. They will engage in various planned activities to help build trusting relationships similar to the Big Brother/Big Sister program.

School faculty and school counselors will distribute announcements from the lead agency and assist in recruiting students and families to activities. The district will provide a representative to the Cayuga County Family Access to Services Team (FAST) and access to data so that the Booker T. Washington Center are able to conduct evaluation, program improvement, and reporting properly and in a timely manner; provide BTW with all appropriate, necessary, and requested financial information and reports related to the program, in a timely fashion.

Invite Booker T. Washington Community Center staff to relevant staff professional development and training and train partner staff on the School Emergency Response Plan and the school's emergency procedures.

Cayuga Counseling Services (CCS) will operate school-based mental health sites for school-based therapy services at each of the Auburn Enlarged City School District elementary schools. The sites will operate two days a week at William H. Seward Elementary; three days a

week at Herman Avenue Elementary; four days a week at Casey Park Elementary; and three days a week at Genesee Elementary School. Provide Psychosocial Rehabilitation Services (PSR) and Community Psychiatric Supports and Treatment (CPST) services to Medicaid eligible children in the schools. CCS will provide eight, 30–45-minute, Savar Life Skills Training for student in grades 3 -6 each year. CCS will continue to provide programming ranging from prevention to outpatient mental health treatment including Children’s Care Management, Parent/Family Support Advocates, Children and Family Treatment and Support Services (CFTSS). All students are required to attend weekly SAVAR courses to learn to identify and report abuse, set healthy relationship boundaries, and develop healthy relationships.

Cayuga County Families Access to Services Team will provide support to students in Auburn through the Cayuga County Families Access to Services Team (FAST) as the county’s coordinated multi-disciplinary Systems of Care network. Families Access to Services Team (FAST) is Cayuga County’s System of Care approach to coordinating services to families with youth who have significant behavioral health needs. Accept a representative from the Auburn Enlarged City School District. and on the FAST team.

Cornell Cooperative Extension of Cayuga County will provide instruction in gardening and healthy cooking, valuable life skills that can be used throughout their lifetime. Provide students with learning opportunities about healthy cooking, including calorie intake and meal preparation using ingredients from the community garden (whenever possible). This will take place once weekly from 4:30 to 5:45 at the Cornell Cooperative Extension site. CCE will provide students with opportunities to participate in gardening to include learning to plant and harvest vegetables and learn about building and maintaining a community garden, twice weekly for one hour.

East Hill Medical will enhance each student’s self-confidence and personal hygiene once monthly; Dental care screenings and Brush to Crush Cavities Program.

Auburn YMCA will provide students with swim lessons taught by certified instructors. Sessions will take place from November to January and from March through June.

Auburn Public Theater will provide yoga, music lessons, film and editing classes. These activities will enable students to build and enhance their coping skills. Music and yoga will be once weekly and film and editing classes will meet once monthly.

Silbert Optical will provides vision screening, eye glass repair, eye glass adjustments, examinations, and dispensing of eyeglasses for students who are from families who are economically disadvantaged.

Cayuga-Onondaga Board of Cooperative Educational Services (BOCES) will provide eligible adult family members of student’s families with Adult Basic Education, Literacy and High School Equivalency Preparation, and Career and Technical Education for Adults. BOCES programs will offer hands-on job training in a wide variety of career areas, adult basic education, and ESOL (English for speakers of other languages). Cayuga-Onondaga BOCES will work closely with local industry to identify and deliver employer-specific training for current employees. Provide support to parents in Auburn by offering the “Parents as Educators” workshops to increase parent knowledge of childhood development, improve parenting practices, provide early detection of developmental delays and health issues, and increase children’s school readiness and success.

Literacy Volunteers of Cayuga County will provide information sessions to non-English speaking families to explain services available. Provide tutoring services to non-English speaking families. Provide translation services to families to convert documents to family’s primary language. Provide services to translate School Messenger messages from Auburn ECSD for non-English speaking families.

Selection Criteria: (B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (FSCS NFP) Absolute Priority 3—(3) A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools. (4625(a)(3)). The Booker T. Washington Community Center (BTW), applicant agency, is organizationally well positioned to successfully implement the expansion of FSCS in Auburn. BTW has over 95 years of service to the Auburn community and has implemented over 20 evidence-based programs in Auburn schools including two New York State funded programs, the Advantage After School Program since 1998 and the Empire State After-School Program since 2017 serving homeless youth. The Empire State program funds are formula funding based on homeless youth population; the program currently serves 60 children and youth.

At the present time, BTW operates after school programs at six sites serving the Auburn Enlarged City School District schools. After school programs currently operate from 2:20pm-6:00pm at Casey Park Elementary, Willian H. Seward Elementary, Genesee Street Elementary, Auburn Junior High, and Auburn High School. The sixth site operates at the Booker T. Washington Community Center for students enrolled at Owasco Elementary and Herman Elementary Schools. Students from these schools are transported to the BTW by the district. There are no before school programs in any school in the district. The proposed Project ACCESS will enable our Coalition of community partners expand OST programs in the targeted schools by adding before school programs at all schools, and adding an on-site program at Herman Elementary School which meets the Absolute Priority 1 eligibility for FSCS funding.

Booker T. Washington Community Center operates pipeline programs for high school students as part of its summer OST program at the High School. BTW offers a Summer Youth Employment Service with community partner Cayuga Community College (CCC). CCC provides

youth with job readiness skills focusing on soft skills development such as communication, positive attitude, teamwork, problem solving, cooperation, decision-making. CCC also provides resume writing and mock job interviews. The BTW Youth Workforce Development Coordinator manages the program. BTW provides a technology pre-pipeline career exploration program at the Junior High School under the auspices of the Technology Club. An AECSD technology teacher moderates the program. The program won the

Additionally, Booker T. Washington Community Center has a strong history of significant and successful collaboration with a diverse range of stakeholders. BTW has coordinated a wide spectrum of school- and community-based organizations in the administration of the Advantage After School Program and the Empire State After School Program, including managing the delivery of services by eight public and non-profit agencies including three county and city agencies, Cayuga County Health and Human Services, the County Workforce Development Center and Auburn Police Department; two community-based organizations, the Community Health Network and National Association for Mental Illness (NAMI) of Cayuga County; and three non-profit providers, East Hill Medical Center, Cayuga Counseling Services, and Cornell Cooperative Extension.

Selection Criteria: (C) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210). Table 12, below, presents provides an overview of the responsibilities and milestones for achieving our objectives on time and within budget.

Table 12. Booker T. Washington FSCS Coalition

Project ACCESS Work Plan

Start Up Management and Administration

Primary Implementers: BTW, AECSD, CCS, CCE, YMCA, Cayuga-Onondaga BOCES; Auburn Public Theater; East Hill Medical; APD; Silbert Optical; Literacy Volunteers

Activities: Focus on start-up governance structures; detailed and high-level analysis of requirements and program design. Assumes a start date of January 1, 2023

- BTW Project Director confirms funding and meets with Coalition partners.
- Start-up administrative tasks identified and begin: Hiring, purchasing, inventory of materials, FSCS School staff hired for Herman Avenue after school program: Hire staff for before school programs at all four schools; Coordination with school principals, District central office planning; MOUs reviewed/contracts signed; MTSS coordination with Herman Ave. School/CCS; coordinate start-up with all OST service providers
- Purchase EZReports; school supplies, SEL materials for before school programs and Herman Ave after school
- Establish Community School Advisory Council; begin recruiting members; Community School Advisory Council meets to review FSCS design/plans sets up standing committees
- Start date decided and tasks delegated to AECSD community partners; advertise and recruit students;
- Student OST registration starts

Milestones: Start-up successful;	Timeline	Total Costs
<ul style="list-style-type: none"> • All staff hired, contracts approved; monthly Community School Advisory Council meetings begin. • OST program requirements identified/ contracts signed. • Partners to work with BTW and AECSD to coordinate start-up of OST services/programs • Enroll students in OST • MTSS framework start up meetings with teachers/CCS staff/community health care providers/partners 	<ul style="list-style-type: none"> • 12/15/22; 9/15/23 • 12/15/22 • 12/15/22 • 12/20/22-1/31/23; 6/1/23-9/30/23 • 12/15/22; 8/15/23 	<p>In-Kind Support</p>
<p>Deliverables: FSCS expansion start-up activities scheduled and implemented per FSCS NFP Requirements, IEL standards and principles for all program/services/resources/supports</p>		

Pillar 1: Integrated supports

Primary Implementers: BTW, AECSD, CCS, All OST service providers participate in final MOU revisions

Objective: By the end of each program year, there will be an improvement in school attendance and classroom performance demonstrated by a 5% decrease in disciplinary actions, suspensions, absenteeism, truancy of K-6 students.

Activities: Focus on customized MTSS to have supports and resources in place so they are seamlessly put into practice as a result of data-based monitoring.

- PD for teachers: embedded training to teachers in working with children manifesting anti-social behavior or at risk of developing serious behavioral disorders and provide screening services for mental health services; TCIS training for CCS and teachers
- Coordinate Tier 1 social-emotional instruction; anti-bullying and anti-violence instruction
- Identify students showing lack of expected growth and in need of Tier 2 and 3 support; Prior to MTSS meeting document differentiated practices; contact parent at least twice; consult with grade level colleagues; student support team; complete MTSS referral to RTI chairperson
- MTSS meeting with team: teacher, service providers, family; send meeting minutes to team
- Notify parents and service providers; begin Tier 2 and 3 supports, continue progress monitoring, data collection; report progress of students meeting goals established during MTSS meeting.
- Integrated health services provided by partners: dental and vision screenings, lead paint screenings for Kindergarten

Milestones:	Timeline	Total Costs
<ul style="list-style-type: none"> • BIMAS₂ administered, results analyzed; Review of data with MTSS team • MTSS process begins: inventory of academic, students identified for Tier 2 and Tier 3 supports, meetings held; providers and families notified; RTI, PBIS, SEL supports begin • Integrated health services conduct universal dental and vision health screenings; lead paint screening in Kindergarten 	<ul style="list-style-type: none"> • 1/31/23-ongoing; Summer, 2023 • 1/1/23; 9/15/23 • 3/15/23-4/15/23 	<ul style="list-style-type: none"> Y1:\$119,878 Y2:\$166,233 Y3:\$184,777 Y4:\$189,578 Y5: \$194,472
<p>Deliverables: 1) An interdisciplinary student support team, including specialized instructional support personnel, community partners, other school staff, and involving families where appropriate, develops and oversees a plan to respond to individual student needs. 2) Students and their teachers and families are knowledgeable about the services and supports available at, or through school, including physical, mental, behavioral, and emotional services.</p>		
<p>Pillar 2: Expanded and Enriched Learning Time</p>	<p>Primary Implementers: BTW, AECSD, CCS, FAST, OST service providers</p>	
<p>Objective 2.1-1: By the end of each program year, there will be a 5% increase in academic achievement of grade K-6 students participating in OST academic support activities and RTI Tier 1-3 supports.</p>		
<p>Activities: Focus on implementation of OST program in all schools; Coordination of Tier 1-3 interventions.</p>		

- Build and start-up OST program with time, environmental, staffing concerns identified; outreach to school administration, staff, and teachers for input; recruit high school volunteers to provide peer mentoring for elementary students.
- Academic supports identified; meeting with teachers for input; hiring certified teachers; Expanded library hours, field trips planned and organized;
- and computer literacy and computational thinking skills development;
- Arts/crafts, yoga, and music w/ Auburn Public Theater field trips; Technology with learning technology trained faculty
- Team-based coordination and implementation of Tier 1 to 3 interventions; Maintain fidelity to essential elements of PBIS aligned with regular school day; referrals to CCS/FAST team
- Blended Learning/Personal Learning integrated during regular school day and OST
- Standards based digital content for PBL and Personal Learning

Milestones:	Timeline	Total Costs
• OST program start up on time	• 1/1/23; 7/1/23-8/1/23	Y1:\$279,715
• Outreach and recruitment to students and families finalized and implemented.	Summer, 2023	Y2:\$332,466
• Coordination with classroom teachers and team-coordination on tiered instruction according to	• 1/1/23-2/1/23;	Y3:\$369,554
ELA/Math NYS standards.	6/1/23-9/30/23	Y4:\$379,158
	• 1/1/23-6/1/23;	Y5:\$388,946
	9/6/23-12/31/23	

Deliverables: Teachers and community partners work together to provide a well-rounded and enriching core curriculum during and outside of the school day. Students have access to enriching after-school programs that are aligned with the curriculum.

Pillar 3: Active Family and Community Engagement	Primary Implementers: BTW, AECSD, Cayuga-Onondaga BOCES, Literacy Volunteers
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Objective 3.1-1 By the end of each program year, all ACCESS schools will demonstrate a 10% increase in parent and community engagement through coordinated activities and services (surveys, focus groups, committees, pipeline services, volunteering, development opportunities on parenting/life skills/adult literacy/career services)

Activities: Focus on parent and community representation on Advisory Council standing committees and expansion of opportunities for engaging with schools; expansion of services to parents/community including career/job training/ pipeline careers in teaching exploration; opportunities for families to access existing training for emerging regional high demand jobs.

- Program planning meetings will include partners, families, students, and school community,
- Parent survey to assess needs; leadership/advocacy/training for parents to participate on Advisory Council and standing committees; school meetings; meet with families to design partnership agreement yearly
- Adult Literacy Education. Leverage and align existing local, state and federal resources to ensure families have access to community mental health; educational services, other services, resources, supports.

- Lifes skills/technology training/career training with links to Cayuga Community College, Cayuga Works job/career training in high-demand industries in CNY. Pipeline services with links to careers in teaching.
- Parents as Educators and parenting skills workshops; facilitate parent involvement in helping their children with homework/academic work through Kiosks in schools with curriculum materials available

Milestones:	Timeline	Total Costs
<ul style="list-style-type: none"> • Parent survey; planning meetings to respond to the current and future needs of families; meet with families to design partner agreements 	1/31/22-6-1/28; summer planning	Y1:\$29,970 Y2:\$41,558 Y3:\$46,194
<ul style="list-style-type: none"> • Parents as teachers activities; distribution of grade specific materials at all school kiosks and libraries 	2/1/23-12/31/28	Y4:\$47,394 Y5:\$48,618
<ul style="list-style-type: none"> • Learning Technology training/computer literacy training • Pipeline to Teaching services; shadowing teachers/volunteering/teacher certification counseling/coaching/ varied customized experiential learning 	3/31/23-12/31/28 3/31/23-6/1/23; each year of grant;	

Deliverables: 1) Families have equity of voice and power in the community school’s leadership and decision-making structures. 2) Families are empowered and supported to support learning at home. Families are offered opportunities to improve personal career and economic status through job training 3) Families and community members develop the skills and habits needed to work together effectively.

Pillar 4: Collaborative Leadership and Practices to support quality teaching	Primary Implementers: BTW, AECSD	
<p>Activities: Authentic community engagement through representation on ACCESS Community Schools Advisory Council; Collaborative Leadership –open access to OST records; committee appointments to make sure all voices are heard</p> <ul style="list-style-type: none"> • Monthly Advisory Council and committee meetings; school meetings/program; participation in school/OST program decisions • Coordinators, principals, teachers, and partners, community members participate in community asset mapping and neighborhood walk arounds. • School building is open and accessible beyond the school day, including evenings and weekends. • Community residents volunteer at the school; Pipeline programs for adult career exploration. • Neighborhood/community invited to training programs, services, community events. 		
<p>Milestones:</p> <ul style="list-style-type: none"> • There is strong turnout for School events • Community events are held at the school. • Community residents volunteer at the school. • Family and community residents participate in surveys/asset mapping/needs assessment • Community issues and challenges are discussed at school. 	<p>Timeline</p> <ul style="list-style-type: none"> • 3/31/23 • 1/1/23-12/31/28 • 2/1/23-12/31/28 • 2/1/22-12/31/28 • 1/1/23-12/31/28 	<p>Total Costs</p> <p>Y1:\$29,969 Y2:\$41558 Y3:\$46,194 Y4:\$47,394 Y4:\$48,618</p>
<p>Deliverables: Coordinators, principals, and teachers, as well as partners participate in community asset mapping and neighborhood walk arounds.</p>		

Program Governance: The proposed Project ACCESS Full-Service Community Schools Program will operate under the Booker T. Washington Community Center's accountability and management infrastructure. Lead partner and fiscal agent, Booker T. Washington Community Center has incorporated a strong management plan within the program infrastructure to support expectations for serving high needs students at four targeted elementary community centers in Auburn, NY. BTW currently operates six OST programs serving 700 children and youth in the Auburn, NY area and has the management systems in place to oversee implementation of the FSCS grant funding in the Auburn schools. Operational leadership and fiscal management will ultimately be the responsibility of the BTW Board of Directors and Executive Director, in collaboration with the Community Schools Advisory Council and LEA partner, AECSD.

Building FSCS infrastructure. Upon notice of award, the BTW Executive Director and AECSD Assistant Superintendent of Student Services will convene a meeting of the Booker T. Washington Community Schools Coalition, a collaborative of eight county service agencies which participated in the design and development of the project. The Coalition will be tasked with the responsibility of forming the new Community Schools Advisory Council.

When fully operational, the FSCS project will operate under the advisement of the Community Schools Advisory Council which will be comprised of representatives from each of the collaborating agencies, principals and teachers of the participating schools, parents, and stakeholders. Coalition partners will ensure that the Council will boost active family and community engagement by appointing Council members from underrepresented populations, in particular, female headed households with children, African American and Hispanic families, community service providers, and other community stakeholders serving underrepresented groups.

The purpose of these Council meetings will be to continually improve and sustain Project ACCESS programming. The Council will meet monthly for 1+ hour, monthly, to plan program

activities and promotional events; develop and deliver information regarding funding sustainability efforts; disseminate program results and progress to community leaders and stakeholders to justify future and expanded support; and assess summative and formative evaluation reports and processes to identify programming strengths and reduce programming weaknesses. The Council will develop standing and ad hoc committees as it tackles design and implementation questions. The Council will be strongly encouraged to build grass roots support by creating standing committees that monitor and improve direct services to students, families, and the school community in critical areas of support such as MTSS, chronic absenteeism,

The Booker T. Washington Community Center will ensure a collaborative management style is infused into the culture of the program through the work of the FSCS Community Schools Advisory Council. The Council will embrace a “collective leadership” philosophy to planning and decision-making. The collective leadership philosophy identifies the challenges to leadership, investing time to think about the unknown challenges, being proactive; increasing circles of influence; and mobilizing Council sub-committees in tackling outcomes that are socially desirable. Project ACCESS will use this approach to commit to the IEL standards of interdependence and shared accountability, and collaborative planning and implementation. Through the collective leadership philosophy, the Project ACCESS will establish a collaborative management approach; will allow for input, collaboration, and shared responsibilities between representatives of all of the institutions involved in the program.

Management structure. BTW will deploy EZReports, web-based afterschool management and reporting software to ensure fidelity of program operations. EZReports is an affordable, and comprehensive web-based software system for managing grant-funded afterschool programs. EZReports meets the data collection and reporting requirements of the Federal 21st Century Community Learning Centers programs and has been implemented by the Education Departments

of eight states including New York State. EZReports will be used to register and enroll students in OST programs, manage activities, attendance tracking, outcomes tracking, staff management and data import. BTW Executive Director and Community Schools Program Director will meet to continually develop, establish, and improve upon a solid, quality-based management structure to oversee program operations and to make appropriate modifications consistent with the goals and requirements of the grant. The Community Schools Program Director will report to the BTW Executive Director and be responsible for sharing financial reports, evaluation results, and other pertinent data to the Council and administrators so that input and direction may be provided. This process will also ensure accountability of expenditures and progress.

Fiscal Management: BTW's finance department, Program Director, School Site Coordinator, and school site level staff will work together to oversee the grant budget and expenditures. Site level staff will use hard copy PO Request Forms that require them to list needed materials and supply items with associated dollar amounts. These forms must be signed-off by the Program Director who will be required to compare the requests with the budget contract line items to ensure requests are allowable and have been approved by the Program Director. Copies of PO's and receipts will be kept on file to document expenditures. Budget adjustments, carry over, and line item debits/credits will be tracked by the BTW finance department according to FSCS requirements. This information will be compiled into monthly budget reports which will be presented to the Advisory Council and BTW Executive Director for approval.

Process Management: Using the EZReports online system, every program activity will be charted and assigned a set of appropriate "tracking measures" to document progress and performance (i.e., sign in sheets, surveys, minutes of meetings). School Site Coordinators will upload the data to EZReports but maintain these measures on file. The data will provide evidence of activity progress and efficiency and will be compiled into monthly process evaluation reports

to be disseminated to the Advisory Council. During Council meetings, the progress that is documented will be compared to “promised” contractual obligations (via a scope of work matrix) to determine progress and needed modifications. *Outcome Management*: Data collected from survey instruments and site-based assessments will be coded, aggregated, and scaled by the external evaluator in order to establish a baseline “profile” of the participant cohorts. The Advisory Council will establish mid-annual and annual benchmarks for performance/progress that align with program goals, objectives, and outcomes. As these data profiles are updated quarterly utilizing new data collected from control and experimental cohorts, the profile outcomes will be compared to the benchmarks and performance outcomes of the program at regular Advisory Council meetings to identify performance strengths, weaknesses, and needed modifications. *Monitoring*: The evaluator will make bi-annual monitoring visits to the sites where he will compare process tracking, outcome evaluation, fidelity checklists, and fiscal documentation to benchmarks, reports, state reporting requirements, and the grant proposal. Performance gaps will be documented and used by the Consortium, subcommittees, and staff to make program improvements.

Selection Criteria 6. Quality of the Project Evaluation

Selection Criteria: (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210) Absolute Priority 3—(G) Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement. ■

■■■■ is a founding and managing partner with R/E/D GROUP, evaluator for Project ACCESS. The R/E/D Group is committed to providing evaluation services and related technical assistance to the Booker T. Washington Community Center in planning, implementing,

scaling and refining Full-Service Community Schools as defined as public elementary or secondary schools that: a) participate in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and private partnerships; and b) provide access to such services in school to students, families, and the community, such as access during the school year, before- and after school hours, weekends and summer.

The evaluation team possesses strong qualifications and experience in project management, qualitative and quantitative analytical skills, research methods and evaluation design, verbal and written communication skills, collecting and analyzing objective data, and the fields of education and out-of-school time programming. Additionally, the team brings quantitative and qualitative research and evaluation services, and strong program coordination, to enhance an organization's ability to provide high impact programs within a rubric of ongoing quality improvement. As importantly, the team understands how schools and community-based organizations *work* on behalf of vulnerable families with decades of experience in school administration, program leadership, community, and regional planning.

The R/E/D Group designed and will enact a comprehensive program-level evaluation plan aligned with the FD-FSCS project's goals and objectives, timelines for achievement, data sources and measurement tools to assess the project's annual measurable performance objectives and outcomes. The evaluation team has worked with project planners to address nuances of data collection across public schools and not-for-profits, including relevant state laws intended to strengthen data privacy and security to protect students' data and annual professional performance review. Additionally, the team has worked with the grantees to appreciate the nuances of District's having multiple and competing requirements for data collection for grants such as this, School

Improvement grant (federal pass through), and Titles monies with which Community Schools services are braided within for both grant purposes and sustainability planning.

Project ACCESS will provide a comprehensive full-service community school project meeting Absolute Priority 3—Capacity Building and Development to extend and enhance four existing community schools in Auburn, NY. The project will offer Pillar 1 integrated services through MTSS integration of services including Positive Behavioral Intervention Supports (PBIS), Response To Intervention, SEL instructional programs, and Behavior Intervention Monitoring and Assessment System (BIMAS₂) a universal screening tool. The project will provide Pillar 2 extended and enhanced learning through OST school-based before/after school programs in the four targeted elementary community schools: Casey Park, Herman Avenue, Genesee Street, and William H. Seward Elementary Schools. The proposed project will address provide pipeline programs for grade 3-6 to explore high-demand occupations in healthcare and technology. Pillar 3 Parent engagement will be addressed through a pipeline career exploration program for adults interested in careers in teaching will also be provided. Project ACCESS. Additionally, the proposed project will provide a range of adult literacy training, life skills training, opportunities for leadership through representation on the Community Schools Advisory Council. Pillar 4 focus on collaborative leadership will provide the four schools with opportunities for community members to engage with the schools through shared decision-making and participation on school committees, volunteering and representation on the Advisory Council.

In addition to expertise in school programming and funding, the evaluation team brings decades of experience in developmental evaluation frameworks and community planning – both critical to integrating the proposed pipeline services. The team will work side-by-side with local leaders to ensure that the project – as implemented and scaled– aligns with the four pillars of full-service community schools as well as the discrete outcomes stated. The evaluation plan will

document that the project delivers with fidelity what is promised, collects data on the thirteen required FSCS indicators, and evaluation activities support local program goals, objectives, and measurable outcomes as well as the Competitive Priorities.

The evaluation measurement tools and data sources for each Specific, Measurable, Attainable, Relevant, and Time-oriented (SMART) performance objective and outcomes were reviewed with project district leaders. Additionally, project leaders and evaluators outlined evaluation methods and timelines incorporating ongoing program assessment to identify quality improvements.

We consider this critical to the program's success as it provides a shared understanding of key milestones and lays the foundation for mid-course corrections as necessary at program and site levels. More specifically, the proposed comprehensive evaluation plan encompasses the assessment of project components at delineated intervals throughout the year including: the examination of the above existing and new pipeline services, the increase in the number of students and families targeted for services and who are receiving the services during each year of the project; and the review of academic and other data to support evidence of performance.

Finally, evaluation methods proposed will document the project's results in establish, refining and sustaining multi-tiered systems of supports in respective buildings and use a reliable, valid tool for measuring (quantitatively and qualitatively) progress thereto in key domains such as leadership, building capacity/infrastructure, communication and collaboration, data-based problem solving, three-tiered instructional and intervention models and data evaluation domain. The methods also capture information across-agencies reflecting community engagement to advance systemic change across the schools, in-need populations that include economically disadvantaged students and their families in the high-poverty, small city for Auburn.

Acting then on the Absolute and Competitive priorities, evaluation methods will consider Core Fidelity, Continuous Improvement, and Promising Practices/Replicability.

Selection Criteria: (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Tables 13 and 14, below, provide a performance feedback process with continuous improvement

Formative Evaluation Thumbnail: Please see Table 13, below, for details.

Table 13. Booker T. Washington Full-Service Community Schools Project ACCESS	
Formative Evaluation Thumbnail	
Evaluation Component	Evaluation Methods
<p>Core Fidelity</p> <ul style="list-style-type: none"> ▪ To what degree, do the actual program activities meet criteria for appropriateness and quality based on project intents? ▪ Is the program providing integrated Student Supports, expanded and enriched Learning Time and Opportunities, and active Family and Community Engagement opportunities? ▪ Is the program doing so with collaborative school-based leadership teams? 	<ul style="list-style-type: none"> ▪ Document review (proposal, activities, criteria, logic model) ▪ Focus Groups (building implementation teams, PLCs, school and district leadership teams). ▪ Fidelity assessment data for core services and those aligned with competitive priorities such as MTSS (via surveys, inventories, and site visits).
<p>Continuous Improvement</p>	<ul style="list-style-type: none"> ▪ Surveys (staff, parent and student – program specific)

<ul style="list-style-type: none"> ▪ How can data from program monitoring and participant outcomes inform the refining, improving, and strengthening of the program? ▪ For example, are all outcomes met in each targeted school? ▪ What additional data shed light on challenges and barriers to implementation (as well as mitigating any barriers to full and effective implementation)? 	<ul style="list-style-type: none"> ▪ School Climate Data disaggregated as specified in RFP and as necessary to assess pipelines coordinated and added. ▪ Focus Groups ▪ Data/Activity Analysis (maintained by building leaders), ▪ Quarterly Review of data reflecting the thirteen GPRA indicators, participant and program outcomes. ▪ Universal screening data – year-over-year comparisons at intervention level (who needs and gets what within the MTSS).
<p>Promising Practices/Replicability</p> <ul style="list-style-type: none"> ▪ What model practices are emerging as correlated with positive outcomes, and worthy of replication among and beyond the populations? 	<ul style="list-style-type: none"> ▪ Focus Groups with building implementation teams and project leaders) ▪ Screening and other data reflecting GPRA measures, participant outcome data and other relevant local performance measures and indicators. ▪ Staff, parent and student surveys (to supplement School Climate data – homing in on value of specific services/pipelines within the community).

Summative evaluation will comprise data collection and analysis to assess the effectiveness of the program and the attainment of stated objectives. This will also provide the data for a fourth area of evaluation: **Sustainability** (*What data make a strong enough case for sustaining the program beyond the funding period?*)

Summative Evaluation Thumbnail: Table 14, below, provides details.

Table 14. Booker T. Washington Full-Service Community Schools Project ACCESS	
Summative Evaluation Thumbnail	
Annual Evaluation Indicators	Evaluation Methods
1. Student Chronic Absenteeism Rates.	<ul style="list-style-type: none"> ▪ Data will be provided by each of the districts via a student system such as School Tool or aggregated by the relevant Regional Information Center. ▪ A tiered student attendance tracking system will be utilized (low risk, high risk, chronic) in conjunction with school-based attendance teams to match students with needed services and identify trends in data to prevent chronic absenteeism.
2. Student Discipline Rates including Suspensions and Expulsions.	<ul style="list-style-type: none"> ▪ Data will be provided to R/E/D GROUP by each school via student system such as School Tool, but data sharing will adhere to Ed. Law 2D (privacy/security).

	<ul style="list-style-type: none"> ▪ The MTSS Assistant Superintendent for Curriculum and Instruction or her designee will define discipline incidences for consistency purposes across schools. ▪ Indicator: Reduce discipline incidences, including suspensions and expulsions, in targeted schools.
<p>3. School Climate Information.</p>	<ul style="list-style-type: none"> ▪ Custom design student, parent, and teacher surveys to measure established local performance indicators and administer these surveys annually. ▪ Collaborate with district to ensure that no population is surveyed multiple times, or that archival data (if available) can be analyzed and presented in ways that meet the Department’s intent. ▪ The data will be used to identify strengths and opportunities for improvement through the life of the grant. ▪ Data disaggregated by building and key constituent group.
<p>4. Provision of Integrated Student Supports and Stakeholder Services.</p>	<ul style="list-style-type: none"> ▪ Offer an array of integrated student and stakeholder programs and services to meet identified needs at each school/site.

	<ul style="list-style-type: none"> ▪ The types of programs and services provided to students and stakeholders will be tracked in EZ Reports including the number participating and/or accessing established programs and services. ▪ Examples of integrated supports and services, include, but are not limited to, afterschool and summer programming, student transition programs, family engagement and education, and programs facilitating continued connection to the local community.
<p>5. Expanded and enriched learning time and opportunities. Provision of integrated student support and stakeholder services.</p>	<ul style="list-style-type: none"> ▪ Realize expanded and enriched learning time and opportunities for at least 15 hours a week (on average) for 38-40 weeks during the school year (before/after school, weekends) and 20 hours a week for 4 weeks during the summer at each school/site. ▪ The school year and summer enrichment activities will include hands-on, inquiry-project- and problem-based learning experiences. ▪ The number of students served, the hours and types of Enrichment activities (e.g., number of minutes of services offered, intensity, etc.) will be tracked in EZ Reports.

	<ul style="list-style-type: none"> ▪ Site visits will be conducted using validated protocols, such as the Out of School Time (OST) instrument to assess quality of services (before-after-school, summer). Ratings of 1 (not evident) to 7 (highly evident and consistent), for the domains Youth Relationship Building, Youth Participation, Staff -Youth Relationship Building, Instructional Strategies utilized, and Activity Content and Structure. ▪ This data will be utilized to identify areas for improvement and action plans will be developed by each FSCS to address these areas.
<p>6. Family and community engagement efforts and impact.</p>	<ul style="list-style-type: none"> ▪ All four community schools will provide family and community engagement and education/literacy programs and services based on identified need. ▪ Offerings and attendance will be tracked via or EZ Reports. ▪ Data provided through the annual climate surveys or parent/community surveys will measure impact, knowledge gained, satisfaction and identify the changing needs of families to inform the type of family engagement and education offerings.

	<ul style="list-style-type: none"> ▪ These findings will inform midcourse corrections related to the types of services and programs provided by each community school.
<p>7. Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience.</p>	<ul style="list-style-type: none"> ▪ Track information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, teacher turnover rates, and experience. ▪ Data may come from district or Regional Information Center.
<p>8. Graduation rates.</p>	<ul style="list-style-type: none"> ▪ Track graduation rates in both treatment and control P-12 schools with information disaggregated by key subgroups, including economically disadvantaged students, students with disabilities, gender, military-connected students, and other categories of students who are struggling to attain these outcomes based on historical and annual data.
<p>9. Changes in school spending information.</p>	<ul style="list-style-type: none"> ▪ Conduct annual interviews with key business personnel to identify any shifts in spending practices as relevant to this grant initiative. [REDACTED] [REDACTED] [REDACTED] will conduct these annually

	<p>and review relevant documents in support of this indicator. [REDACTED] has extensive experience in School Finance and leveraging monies (competitive and non-competitive grants) to support programs. Such approaches will show actual shifts in spending and/or related plans for sustainability versus noting per pupil expenditures or allocations of federal, state or local dollars (how much is available, for example). Such information – reported to US DoE – is critically important to coach grantees who did not approach this indicator so rigorously how to ensure that the Department’s investments are impactful.</p>
<p>10. Collaborative leadership and practice strategies which may include building and capacity of educators, principals, and other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities.</p>	<ul style="list-style-type: none"> ▪ Document collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders and staff to lead collaborative school improvement structures, such as PLC/MTSS. ▪ If using R/E/D Group School Climate surveys - teacher survey data will be uniquely anchored in the NYSED Diagnostic Tool for School and District Effectiveness (which acknowledges

	<p>instructional practices and related strength in addition to traditional school climate indicators).</p> <ul style="list-style-type: none"> ▪ Other data to support this indicator may be garnered from professional development data (perceptions of quality/utility of training provided as well as next steps/barriers to PD application) of teachers in targeted districts. Examples of professional develop required might include trauma-informed practices or other aspects of a high-quality MTSS. ▪ The NYSAN Quality Self-Assessment (QSA) tool may be used at the community schools site level for site coordinators and project staff to assess the ten essential elements of high-quality after-school programming. ▪ The QSA self-assessment (front line and program-level staff) will be used to refine, improve, and strengthen the project and findings/quality improvement targets made available to the public upon request.
<p>11. Regularly convening or engaging all initiative-level partners such as LEA representatives, city or</p>	<ul style="list-style-type: none"> ▪ The project will form regional and school-based Advisory Groups that include representatives from

<p>county officials, children’s and youth’s cabinets, nonprofit services providers, public housing agencies and advocates;</p>	<p>all agencies/collaborators with pillar/pathway resources or expertise.</p> <ul style="list-style-type: none"> ▪ These meetings, conducted quarterly, will provide stakeholders the opportunity to provide input, feedback, continuous improvement, and fidelity of implementation for the program. ▪ Progress hereto will be documented by way of notes and attendance maintained by the LEA along with artifacts maintained reflecting outcomes. ▪ Evaluation team will be represented on Advisory and present data in a recursive manner to shape discussions, collaboration and program improvement. ▪ R/E/D GROUP will review the monthly notes/artifacts from each school’s advisory meeting related to issues discussed, events planned, or data shared/analyzed at each advisory team to ensure and monitor strong regional coordination and inform program refinements and sustainability.
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<p>12. Regularly assessing program quality and progress through indicial student data, participant feedback, and aggregate outcomes to develop strategies for improvement.</p>	<ul style="list-style-type: none"> ▪ Regularly assess program quality and progress using both formative and summative evaluation methods including, but not limited to, student, parent, teacher climate surveys, administrative interviews, participant exit surveys, and meeting notes. ▪ Student-level data in EZReports teacher, family and student survey data, and site observations to inform student interventions (individual, group) – matching needs to tutoring, enrichment, or other services. ▪ Aggregated outcomes will be used to develop strategies for improvement and reflected in (2) reports (interim and annual) prepared by the evaluation team as well as quarterly presentations to the Advisory. ▪ All evaluation reports, avoiding any personally identifiable information, will be made available and shared via the Regional (as relevant) and P-12 Community Schools’ websites.
<p>13. Organizing school personnel and community partners into “working teams” focused on specific issues</p>	<ul style="list-style-type: none"> ▪ Data must be maintained by the LEA (Director/Coordinator) and shared with evaluation team in an ongoing way. Additional data may

<p>identified in the needs and assets assessment.</p>	<p>include focus groups, interviews or surveys (depending on nature of groups and work underway).</p>
<p>14. Local Annual measurable Performance Objectives and Outcomes. (Data that has high utility in areas of MTSS development and Systemic Change)</p>	<ul style="list-style-type: none"> ▪ R/E/D GROUP will assist the program in developing SMART performance indicators and each indicator defines the target population (students, families, etc.), specifies a method of measure (NYS assessment, evaluation instruments), aligns precisely with program goals, and quantifies when the indicator is achieved (summer, school year, fall, spring, for example). ▪ The evidence-based performance targets are both progressive and attainable and a tool to assess MTSS development will be used along with means to strengthen the use of the tool by triangulating data gathered from the local school staff/leadership, Regional MTSS Specialist (other supports including those offered by a BOCES) and data gathered by the evaluation team.

Qualitative and quantitative data sets are specified. Timelines for data collection, analysis and related reporting are given. The evaluation team will meet with project implementors (School Leadership from each of the schools quarterly to share data, emerging findings and to ensure that

accountability information and effective strategies for replication is identified, vetted and shared internally and with US Education Department. Annual evaluation results including progress achieved void of any personally identifiable information, will be made broadly available and shared via the Regional and P-12 Community Schools’ websites.

Analysis procedures are described, and reports of results and outcomes scheduled. This combination of mixed methods and sources of information will provide a system in which patterns can be detected over time. Likewise, methods acknowledge the need for recursive data collection, analysis and sharing of findings to drive continuous program improvement. Finally, statistics and reporting will meet criteria important to both federal and local interests, with a special focus on data – qualitative and quantitative – resulting in validated program practices that can be shared to advance support for all students and families in the United States.

Evaluation Activities and Timelines: Table 15, below, provides details.

Table 15. Evaluation Activities and Timelines	
Evaluation Activity	Timeline
Share a logic model with project leaders intended to describe, monitor and maintain relationship of actual work (activities/outputs) to objectives named.	Immediately After Funding.
Ensure that all entities are knowledgeable and have support of required data collection/analysis, including for School Climate data which may or may not be available in the district for buildings targeted or available in a format that may be further analyzed to meet the grantee’s requirements.	Immediately After Funding.

<p>Vet protocols with project leaders for secure transfer/sharing of data to the evaluation team as aligned with NYS Ed. Law 2D. This will include access to Climate Survey data, if archival, for the annual quantitative and qualitative indicators noted (disaggregated by subgroups as relevant to current and ongoing needs to outcome data).</p>	<p>Quarter 1</p>
<p>Establish and expand the EZReports systems at each community school – with project leaders – to track student and family activity/services at the building, district, and participant levels. Initial training is provided by vendor, but the R/E/D Group is uniquely qualified to provide on-going technical assistance that vendors will charge for (including when staff turnover occurs).</p>	<p>Quarter 1</p>
<p>Provide technical assistance as required at each community school or collaborator in relationship to data each is responsible for (accuracy/completeness – related to summative and formative outcomes)</p>	<p>Quarter 1</p>
<p>Align quarterly student monitoring system to accommodate tracking of local measures (e.g., numbers of students participating in out of school programs, or referred to the type of services) and use of this data to connect child/family with community-based services.</p>	<p>Quarter 1</p>
<p>Set parameters for use of data across the schools as relevant to the local objectives, implementation plan and GPRA. Local objective and data reflecting Competitive Priorities are in addition to the 13 indicators required.</p>	<p>Quarter 1</p>

<p>Determine with project leaders which buildings or subgroups will be the focus of illustrative organizational cases. These case studies will be phenomenological – intended to shed light on the nuances related to the phenomenon under study (Full-Service Community Schools including establishing multi-tiered systems of support and/or plans to Advance Systems Change per Competitive Priorities 1 and 2).</p>	<p>Quarter 1</p>
<p>Finalize instrumentation and update logic model/timeline for data collection, analysis, sharing of feedback and quarterly meetings. Consider what data has high utility/value in areas of MTSS development and Systemic Change as well as (13) annual evaluation indicators. Ensure also that rubrics are in place for assessing fidelity within and among discrete programs/tiers (SEL curricula, internal or external services, district approaches or policy, for example).</p>	<p>Quarter 2</p>
<p>Analyze discipline data (historic), attendance and other relevant data and meet with district/project leaders to consider implications for project implementation with data disaggregated to reflect subgroups. Ensure that all parties agree with how baseline data are organized so that subsequent data may be gathered, analyzed and presented in comparable ways.</p>	<p>Quarter 2</p>
<p>Work with district/school Leaders and Directors of project to further support the assessment of needs accounting for the nuances across the community schools/districts. Utilize – in coordination with project leaders – data collection techniques including surveys and focus groups to identify</p>	<p>Quarter 2</p>

barriers and points of leverage for implementation and document LEA/partner plans to mitigate these barriers.	
Analyze academic data (historic) and meet with district/project leaders to discuss findings and implications for project implementation with data disaggregated to reflect subgroups.	Quarter 2
Produce year I annual report (assuming a January 2023 start) and share with stakeholders and funder as appropriate and document progress towards GPRA outcomes and program priorities, including progress on local indicators, the (13) required indicators and data reflecting Competitive Priorities.	Quarter 2
Meet quarterly with the project’s Advisory Committee (and others as relevant) to review relevant evaluation data, and document interventions/support, progress, and refinements.	Ongoing
Initiate site visits, document participation, review of activities and services and other data collection necessary to develop cases and assess participant outcomes across buildings and subgroups.	Quarter 3
Track the four community school sites through the process of implementing Full-Service Community Schools services including coordination and integration of educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships.	Ongoing
Likewise, track provision of services (with common data capture) services in schools to students, families, and the community, such as access during	Ongoing

<p>the school year (including before-and after-school hours and weekends), as well as during the summer. [Section 4622(2)]</p>	
<p>Review School Climate data (and preceding year’s information, if available) to consider which items map to indicators, gaps in data collection that must be addressed and prepare a report for stakeholders to inform the implementation and support of the project. Such data must capture parent, student, and staff perspectives. Note that if school climate data are archival, analysis must be conducted Quarter 2 (to ensure full capture/set up for year-over-year comparisons). If administration is grant-specific, Quarter 3 will be used to establish baseline and set conditions for year-over-year comparisons.</p>	<p>Quarter 2 or 3.</p>
<p>Analyze data related to fidelity (programs, services and approaches promised), lack therein as well as model practices emerging that correlate with positive program and participant outcomes.</p>	<p>Quarter 4</p>
<p>Share data with local stakeholders to drive continuous improvement and prepare for annual report to ED and for sharing publicly via district websites and other platforms.</p>	<p>Quarter 4</p>
<p>Conduct (4) focus groups including building staff, teachers and non-instructional staff, project and other related personnel, parents, and students to capture steps forward in implementing Full-Service Community Schools, successes, barriers/challenges encountered, other needs. Identify areas of improvement where action plans should be developed to address and outline considerations for continued success.</p>	<p>Quarter 4 (data used to plan for year II)</p>

Analyze focus group data – aligned to GPRA and the research base on best practices in Full-Service Community Schools. Present findings and reflect where strong practices are emerging and where gaps are evident and action plans needed to inform Year II implementation plan.	Quarter 4
Verify GPRA findings (13 indicators) and share with project leaders all baseline GPRA data and Year I data as relevant.	Quarter 4
Meet with BOE or other school/community leaders as requested to review the progress and outreach of the project – number served, services provided, successes, challenges and accomplishments and implementation for school districts’ practices and policies.	Quarter 4
Produce an annual report to share evaluation data collected and analyzed and program implementation fidelity, and attainment of annual measurable performance objectives and outcomes. Identify areas of improvement for action plans and recommendations for continued success.	Quarter 4
Provide a refined timeline for the following year’s evaluation plan and provide information on the degree to which information about successful program practices was disseminated nationally and locally.	Quarter 4
Include in this report a series of phenomenological case studies (2 annually), the development of which will start at the onset of the study.	Quarter 4

Selection Criteria: (C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210)

R/E/D GROUP’s comprehensive evaluation plan includes a design and implementation evaluation that will, at a minimum, (1) include annual evaluations of progress achieved with the

grant including progress in the increase in the number and percentage of families and students targeted for services each year of the program; (2) be used to refine and improve activities carried out through the grant; (3) collect and report data that includes, but is not limited to, the following indicators:

1. Improving school climate indicators for students (statistically significant differences year-over-year) in domains of Student Social and Emotional Developmental Health, Teacher Practices and Support, Curriculum Development and Support, School Leader Practices and Decisions, District Leadership and Capacity, and Family and Community Engagement.
2. Improving school climate indicators for parents (statistically significant differences year-over year) in domains including Student Social and Emotional Developmental Health, Teachers Practices and Support, Curriculum Development and Support, School Leader Practices and Decisions, District Leadership and Capacity, and Family and Community Engagement and Knowledge of School Curriculum.
3. Improving school climate indicators for teachers in (statistically significant differences year over year) domains of On-Going Evaluation, Improvement, Intervention and Identification; Ensuring a Culture and Climate of Success; High-Quality Instructional Leadership; Managing School Resources; Curriculum Coherence; Lesson Relevance and Focus; Activities and Materials Adaptation; Classroom Management, Content Knowledge, Lesson Delivery and Engagement, Socio-Emotional Core Competencies and Support; Ensuring a Supportive Environment; and Communication and Family Engagement. These indicators are anchored in NYS Diagnostic Tool for School and District Effectiveness.
4. Tracking emerging fidelity with an MTSS using a Self-Assessment of MTSS Implementation focused on the following domains (at each Community School): Leadership; Building the Capacity/Infrastructure for Implementation, Communication and

Collaboration, Data Based Problem Solving, Three-Tiered Instruction/Intervention Model; and Data-Evaluation Domain. While this tool is a self-assessment, data will be triangulated to include district personnel assessments (local or regional staff such as those hired via BOCES), and other relevant data available to the evaluation team (e.g., school climate information from parents and students and teachers)

5. Reducing discipline rates, including suspensions and expulsions across the schools by 5% annually for each of the four years of full implementation.
6. Documenting academic, social, and emotional outcomes for students attending expanded and enriched learning time and opportunities using EZ Reports. This will be assessed using report card data, MTSS Fidelity of Implementation Rubric.
7. Tracking family and community engagement efforts using EZ Reports – systems already utilized in 21st Century Community Learning Center programs nationally.
8. Tracking – over time - information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity and rates of teacher turnover, graduations rates, changes in school spending information (per pupil expenditures compared between treatment and control sites if available) with additional qualitative data gathered annually among the intervention schools to shed light on sustainability planning and leveraging of resources to support Full-Service Community School.
9. Documenting collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities by way of the Regional and locals/school-based Advisories and notes/artifacts maintained by program leaders.

10. Documenting regular engagement with all initiative-level partners, such as LEA representatives, city or county officials, children’s cabinets, nonprofit service providers, public housing agencies, and advocates by way of the Regional and local/school-based Advisories.
11. Assessing (regularly and recursively) program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement in collaboration with evaluators.
12. Document attempts and relative outcomes for organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

The evaluation team further documents that the Auburn Enlarged City School District project meets Absolute and Competitive Priorities 1, 2 and 3 and that all efforts are uniquely supportive of students, families and communities served.

R/E/D GROUP will be an integral member of the Advisory Committee, meeting quarterly with project stakeholders to review program theory, create or revisit the program logic model, monitor progress, and inform ongoing continuous improvement efforts.

R/E/D GROUP will work with each of the Community Schools’ Site Coordinators to ensure that data are gathered to reflect participant and program outcomes as aligned with the ED Full-Service Community Schools grant or as needed by the BOCES to sustain these positions (post-award) and ensure the positions/collaboration remains eligible for inclusion in the Community Schools Cooperative Purchasing Agreement.

R/E/D GROUP will work with the each of the four schools to establish program evaluability and ongoing program fidelity assessments. R/E/D GROUP will enact a three-stage process to ensure the project is ready to be evaluated and preconditions and capacities are in place to fully implement

a high-quality full-service community schools' program, measure implementation fidelity, the program's impact and outcomes in meeting the needs of students and families to ensure that children are prepared for kindergarten, achieving academically and are safe, healthy and supported by engaged parents.

The methods of evaluation outlined provide performance feedback in at least quarterly scheduled feedback loops and permits periodic assessment of progress toward achieving project outcomes. Evaluation activities, including assessment of project components at delineated intervals will occur throughout each program year (e.g., examination of activity enrollment, attendance, and SEL data); staff/student surveys; and academic data will support evidence of performance.

The Evaluation Team will provide two customized reports annually to inform and guide continuous program improvement based on evaluation findings. Evaluation results will highlight program successes/best practices and be used to prioritize areas of improvement and identify new services of need based on findings, set short- and long-term improvement goals, provide strategies for action plans to address areas of improvement, identify staff development needs and best practices.

The schedule for data collection was developed by the evaluation team as a part of the grant proposal development process. R/E/D GROUP will maintain this open and ongoing communication between its evaluation team and project partners and shareholders throughout the grant period and provide status and progress of formative and summative findings as needed. For example, if data indicates that refinements and adjustments of program activities and services are needed prior to the quarterly meetings, the evaluation team will share those findings and recommendation for mid-course adjustment with project staff in real time.

Likewise, the evaluation plan robustly supports progress monitoring and informs mid-course corrections ensuring that project and participant objectives and GPRA measures are met, and that a sustainable and replicable approach is documented. Evaluation reporting will include recommendations that support continuous, data-driven program improvement and meaningful involvement of students and families in the evaluation process.

Related, the evaluation team had substantial input into instrumentation and application of resources and identification of evaluation tools (subscriptions, for example, to systems for capturing data that ensure privacy and security) as well as “who” should lead this evaluation within the Group.

██████████ is a founding and managing partner with R/E/D GROUP. She holds a Ph.D. in Reading & Language Arts and Educational Leadership from Syracuse University where she defended her 2001 dissertation with distinction. She has served as visiting faculty in the Department of Reading and Language Arts at Syracuse University and her research and development work focuses on enhancing student achievement in high-needs rural and urban school systems. Holding NYS certification in school administration (SDA & SBA), English teaching (7-12), and elementary grades from nursery school to grade 6, ██████████ is a consultant to higher education and public schools, has presented her work at the state and national levels and published her findings in peer reviewed journals. She conducts studies and program evaluation to ensure appropriateness, adherence to quality standards, and continuous program improvement in K-16, health and human service sectors supported by local, state, federal and foundation funds; designs educational grants for state, federal, and foundation sources (more than 300 million funded to date) to support student achievement and related professional development in high-needs schools and communities. ██████████ will ensure that data collection and analysis and all reporting are conducted as prescribed. She will also oversee the use of formative evaluation data for continuous program improvement and performance feedback in the context of the specific

projects. [REDACTED] [REDACTED] for example, provides consultation to the Greece Central Schools (10th largest District in the state) across all grants (competitive and non-competitive), ARP and other resources to leverage funds to meet identified student learning and SEL needs. She captures progress on subcontracts (including those to not-for-profits) working in the areas of Socio-Emotional Learning and Mental health, monitors equity of programming across 19 buildings, works to adjust attendance zones to account for errors in a hasty consolidation project undertaken in 2012 and works with subgroups (Technology, Playground, Arts/Music, SEL and Credit Recovery) to track impact of ARP/CRRSA funding and others on student's post-pandemic.

Mary Welker holds a degree in Business and Professional Studies (specialty in Creative Leadership), but her area of educational expertise is working with at-risk students, especially those with special needs. She has considerable experience working with families of students with disabilities serving as a family advocate in the Syracuse City Schools and neighboring districts. She manages operations, including consultants who support evaluation and development projects. In addition, she manages the collection of summative evaluation data and is an expert in instrument design, especially surveys. Ms. Welker also serves as consultant to multiple evaluations, specifically two substantial projects with the Central and Western New York Health Foundation employing developmental evaluation practices as well as best practice identification and replication approaches. In addition to considerable experience working with the urban, suburban and rural schools, Ms. Welker has experience with community-based initiatives. Ms. Welker also oversaw the evaluation services for the program titled *Strengthening Youth Mentorship Through Community Partnership* for three purposes: to satisfy funding requirements, including tracking program implementation; to measure impact according to the stated goal; and to capture experiences and perspectives of the adults and young people who participated to build a case for program sustainability. She is engaged with the Alliance for Early Childhood Education in

Syracuse, NY along with area Pediatricians undertaking a planning study of services to 0-3 populations, best practices for integrating programs across the city, county, towns, public schools and for-profit entities to meet the critical gaps in services to families with young children across Central New York. She works with vulnerable populations bridging agency, government and private sectors to study what works, identify what doesn't, document gaps in services and enact plans for improvement.

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