

2022

Shelby County Community Schools Partnership

Part 4: Project Narrative A



Shelby County Community Schools Partnership

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INTRODUCTION

Shelby County Community Schools Partnership (SCCSP) will focus on the high-needs communities of Frayser, Northaven and Millington within Memphis - Shelby County, Tennessee to implement and evaluate the full-service community schools (FSCS) model in multiple types of schools (charter, traditional public, municipal) to determine best practices that can be scaled across the county.

SCCSP fulfills requirements for **Absolute Priority 1** - proposing to serve six Title IA schools with FSCS services and for **Absolute Priority 4** - establishing a consortium of two LEAs, an eligible 501(c)3 serving as the lead applicant, and multiple additional community partners. The project will coordinate and provide FSCS services at three full-service community schools in each LEA. Each school is designated with the Title IA distinction.

Additionally, SCCSP will fulfill **Competitive Preference Priority 1** - Meeting Student Social, Emotional, and Academic Needs and **Competitive Preference Priority 2** - Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

As described in the following narrative and the preliminary Memorandum of Understanding (MOU), the SCCSP Consortium comprises the lead applicant / backbone organization, Seeding Success (S2); the two proposed LEAs, Memphis-Shelby County Schools (MSCS) and Millington Municipal School District (MMSD); lead service provider, Communities in Schools of Memphis (CISM); an independent evaluator, University of Memphis Center for Research in Educational Policy (CREP); and multiple community-based organizations providing pipeline services. Consortium members have experience working together on community school

program implementation through several Shelby County education initiatives. In all six schools, the SCCSP will add two new pipeline services and expand programming in three existing pipeline services to meet three identified universal needs:

Need One - Increase the number of schools with an evidence-based approach to the coordination of integrated student supports in order to address family stability, health, mental health, and other out-of-school factors → **Goal:** Reduce chronic absenteeism by 20% annually across all SCCSP schools.

Need Two - Increase access to pre-k and other early learning opportunities to enroll all 4-year olds in the SCCSP into high-quality early learning opportunities to improve school readiness → **Goal:** Increase school readiness by 5% annually.

Need Three - Increase access to after- and out-of-school supports, and college and career readiness preparation to improve critical academic milestones and improve in-school and community safety → **Goal:** Increase student achievement in ELA, Math, and Ready Graduate rates by 3% in ELA and Math annually, and an annual increase of 2% in the ‘Ready Graduate’ measure.

The project design will build upon lessons learned through S2, MSCS and CISM experience developing and implementing full-service community schools, provide resources to extend FSCS services within the MSCS district, and replicate the FSCS model in the partnering district of MMSD. The implementation and evaluation of this collaboration will further inform FSCS implementation throughout the Memphis-Shelby County Metropolitan Statistical Area.

I. NEED FOR PROJECT

A. Target Community, Schools, and Students

Within the Memphis-Shelby County Metropolitan Statistical Area (MSA), there are eight different school districts, each having distinct infrastructure, school models, and funding sources and serving communities with drastically different needs. However, the more than 220 schools within the MSA share a common history of educating children who live in an area impacted by generational poverty, particularly in communities of color. In the University of Memphis 2022 Poverty Fact Sheet, Doctors Elena Delavega and Gregory Glumental share that in 2020 the greater Memphis - Shelby County MSA area **ranked first in the Nation** in both overall poverty (17.3%) and child poverty (27.2% of all children) among large MSAs with populations greater than 1,000,000. According to the U.S. Census Bureau, this is significantly greater than overall poverty and child poverty of Tennessee with 14.6% and 21% respectively, and the U.S. with 12.8% and 17% (2020 ACS). Doctors Delavega and Glumental share that of **those living below poverty in Memphis, 60.7% are black compared to 14.9% white.**

Keeping in mind that Tennessee (TN) ranks 36th in the nation for overall child well-being, Shelby county ranks 94th out of TN's 95 counties in child well-being with some of the contributing factors as follows:

- 81.4% graduation rate, 95th of all TN counties
- 6.8% school suspension rate, 93rd of all TN Counties
- 61.7% of births to unmarried females, 91st of all TN Counties
- Ranked 80th and 88th respectively for 3rd to 8th grade reading proficiency and math proficiency (Annie E. Casey Foundation)
- Highest ranking in TN of disconnected youth (21.6%), or youth who are not in school or working in the nation, compared to the US rate of 13.8%.

Additionally, the MSA exceeds the national average for the rate of violent crimes, the percentage of unaffordable or unsafe homes, and the percentage of families with limited access to

Figure 1

Homicides in Memphis have increased 81% since 2019. In 2021, 346 people were killed – including 31 young people under age 18. **Memphis homicide rate is 2nd highest in the country.**

a grocery store. Researcher Thomas

Abt writes that the conservative cost of a single murder is \$10 million. Using

this estimate, **homicides cost the**

people of Memphis \$6.7 billion over the last two years, according to Youth Villages, Inc.

(Figure 1). The scale of these costs makes action against violence not only a moral imperative, but also a cost- effective investment for the region.

According to NeighborhoodScout data and analysis, all six SCCSP schools are in neighborhoods which have some of the highest overall rates of crime incidents per 1,000 resident population in the nation. Overall crimes include both property crimes and violent crimes, residents here have one of the highest chances of becoming a victim of a violent crime in any neighborhood in TN. In particular, the **Memphis Business Academy High School neighborhood has 136 crimes per square mile which is among the highest rates in all neighborhoods** in the state (16 per square mile) and the nation (26.9 per square mile).

Table 1 highlights neighborhood crime rates from NeighborhoodScout data and analysis, which reflects the 2020 calendar year and is based on Federal Bureau of Investigation (FBI) data released in September 2021 (latest available). All six SCCSP schools are in neighborhoods which have some of the highest overall violent crime incidents per 1,000 resident population in the nation. Violent crimes include murder, non-neglent manslaughter, forceble rape, armed robbery, and aggravated assault. In addition, NeighborhoodScout data and analysis indicates all SCCSP

schools but Northaven Elementary School are in neighborhoods with some of the highest property crime rates per 1,000 residents in any neighborhood in the nation. Property crimes include burglary (i.e., breaking and entering, including home break-ins), theft (over \$50), and motor vehicle theft.

Table 1: SCCSP Neighborhood Crime Rates

	Northaven Elem.	Westside MS	MBA HS	Millington Prim.	Millington Int.	Millington Central HS	Memphis	TN	US
Violent Crime Rate Per 1,000 Residents	16.89	21.15	35.1	8.74	9.83	9.83	24.2	6.7	4
Property Crime Rate Per 1,000 Residents	22.24	44.41	45.96	33.38	60.08	60.08	57.71	24.84	19
Crimes Per Square Mile	3	37	136	12	63	63	160	16	26.9

According to the National Survey of Children’s Health and the Data Resource Center for Child & Adolescent Health, about 37% of children in Shelby County have had two or more Adverse Childhood Experiences (ACEs), compared to the national average of about 21% having experienced two or more ACEs.

In “Race & COVID-19: Illuminating Inequities in Education,” Cardell Orrin and Kelsey Jirikils described how the pandemic highlighted the vast disparities in resources to students throughout the MSA. “From school segregation through the 1960s, to White flight in the 1970s, to district secession in 2014, racial disparities existed in Memphis long before COVID-19.” Further explaining, “In the classroom, we were allowing young people with the greatest needs to

fall behind their peers in access to technology, mental health supports, and resources to support their academic achievement. Outside the classroom, we were failing to establish systems to support their families with access to housing, food, and extended financial resources. **COVID didn't cause these issues...but the pandemic has laid bare that as a society we have been failing to support the holistic needs of our students, especially those from economically disadvantaged backgrounds and students of color.**"

The SCCSP Consortium recognizes that community schools provide a comprehensive, evidence-based approach to leveraging schools' central role as a connector of families and resources to address the significant needs identified. As such, the focus of the SCCSP is to expand and evaluate this approach in six high needs schools to improve well-being for students and families in this region while developing a model that can be scaled throughout the MSA. The resources of this grant will be critical to developing infrastructure, creating a system for continuous quality improvement, enhancing partner communication, and coordinating multiple resources under one framework that will be sustained beyond the funding period.

Target Communities

The SCCSP project is focused on the Northwest region of the Memphis-Shelby County MSA, transitioning from urban, to unincorporated, to the municipal outskirts. These underserved areas - Frayser and Northaven in Zip Code 38127, and Millington in Zip Code 38053, are within a 15-mile radius and contain approximately 69,056 individuals, with an average child poverty rate of 31.5%, median household income of \$44,430, and a history of disinvestment and crime (Census Bureau ACS 2020 5-Year). Zip Code 38127 is consistently listed in the Top Ten zip codes with the highest poverty level in Tennessee. Table 2 highlights the SCCSP target area Census Bureau 2020 5-Year American Community Survey data which indicates Zip Code 38127

has a childhood poverty rate at 64% and an overall poverty rate of 42.3%, which is more than double the poverty rate in the Memphis MSA at 17.3% and almost triple the poverty rate in Tennessee at 14.6%. While the childhood poverty rate of 19% in Zip Code 38053 is lower than that of 38127, it is still significantly higher than the rest of TN and the U.S. According to the U.S. Bureau of Labor Statistics, the Memphis-Shelby County MSA has a higher unemployment rate of 5.5% compared to the state (3.3%) and the nation (3.6%) rates. Individuals residing in the SCCSP target area have significant social determinants of health (SDOH) needs from community risk factors (e.g., high crime, unemployment, and poverty) that play a key role in determining health outcomes.

Table 2: SCCSP Target Area Census Data

Census ACS 2020 5-Year	Zip Code 38127 (Northaven & Frayser)	Zip Code 38053 (Millington)	Memphis Shelby County MSA
Population	43,240	25,816	1,343,150
Poverty Total	42.3%	13.4%	17.3%
Poverty Children	64%	19%	27%
Education Attainment - No Degree	21%	10%	11%
Education Attainment - High School Degree	38%	37%	29%
Education Attainment - Bachelor's degree or higher	10.8%	18.6%	28.8%
Median Household Income	\$31,083	\$57,776	\$53,896
Per Capita Income	\$15,005	\$30,172	\$30,423

In addition, Feeding America shares that Shelby County has an overall food insecurity rate of 13.7% which is higher than both the state (11.9%) and the nation (11.8%) rates. Shelby County also has a higher rate of USDA Supplemental Nutrition Assistance Program (SNAP) eligible families with 67% of families living below the 130% poverty threshold compared to the state (56%) and the nation (52%).

According to a Tennessee Department of Health Special Report, Shelby County faces higher than national averages for three significant health risks (e.g., adult smoking, obesity, and physical inactivity) that directly influences at least six of the top ten leading causes of death in Tennessee, and also directly influences other public health threats, such as heart disease, cancer, and diabetes. Table 3 highlights outcomes from the Special Report regarding factors of quality of life, health behaviors, clinical care, social and economic factors, and physical environment. In every outcome but two, **Shelby County has worse data compared to the national average.** The only two positive outcomes are that Shelby County has better ratios of primary care physicians and dentists to the general population.

Table 3: Highlights of Tennessee Department of Health Special Report for Shelby County

	Shelby County Average	United States Average
Adult Smoking, Percentage of adults who are current smokers	20.9%	17%
Obesity, Percentage of adults that report a BMI of 30 or more	33.5%	27%
Physical Inactivity, Percentage of adults aged 20 and over reporting no leisure-time physical activity	30.2%	23%
Low Birthweight, Percentage of live births with low birthweight (< 2500 grams)	11.25%	8%
Teen Births, Teen birth rate per 1,000 female population, ages 15- 19	55.21%	35%

Sexually Transmitted Infections, Number of newly diagnosed chlamydia cases per 100,000 population	900.44	446.6
Uninsured, Percentage of population under age 65 without health insurance	17.41%	17%
Primary Care Physicians, Ratio of population to primary care physicians	1,266 : 1	1,320 : 1
Dentists, Ratio of population to dentists	1,497 : 1	1,540 : 1
Mental Health Providers, Ratio of population to mental health providers	763 : 1	490 : 1
High School Graduation, Percentage of ninth-grade cohort that graduates in four years	73.97%	82%
Some College, Percentage of adults ages 25-44 years with some post-secondary education	62.28%	64%
Unemployment, Percentage of population ages 16 and older unemployed but seeking work	7.85%	6.20%
Children in SingleParent Households, Percentage of children that live in a household headed by single parent	50.34%	34%
Violent Crime, Number of reported violent crime offenses per 100,000 population	1,235.83	392
Air Pollution - Particulate Matter Average daily density of fine particulate matter in micrograms per cubic meter (PM2.5)	12.83	11.40
Severe Housing Problems, Percentage of households with at least 1 of 4 housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities	21.79%	19%

Northaven: is an unincorporated community in the Memphis MSA in the 38127 Zip Code located north of Memphis and south of Millington. Bill Dries from the Memphis Daily News shares Northaven is where “rural and suburban meet.” The neighborhood has the challenges of drugs and violence associated with the inner-city but is more isolated from

resources. In a [2019 profile of a neighborhood teacher](#), Mr. Loren Smith shared, “Many of my students come from Northaven... It is a community filled with hard-working families and approximately 5,000 people live there. **But there isn’t a library or community center there.** The closest ones are miles away.... My students don’t have access to books outside of school. They go home and literally unlearn everything that they learn during the day.”

Blight in the Northaven neighborhood is exacerbated by the abandoned Horton Gardens housing development built by Shelby County Housing Authority in 1971 with 131 low-density units that have been abandoned since 2009, many of which have been burned and vandalized in the years the development has stood empty. The community is designated by the US Department of Agriculture (USDA) as a low-income, low-access (one to 10 miles) food desert, and the nearest grocery store is 5.1 miles southeast. Northaven is also designated by the US Department of Health and Human Services Health Resources and Services Administration (HRSA) as a health professional shortage area for dental and mental health services, and designated an overall medically underserved population. According to the Center for American Progress, Northaven is also a childcare desert. There is only one licensed childcare provider in Census Tract 201.01 and 468 children under the age of five.

Frayser: is one of the largest neighborhoods in the MSA, stretching north from the city’s urban core to the rural Shelby Forest area across more than 20-square miles. It is also one of the city’s most disinvested neighborhoods with increasing gun violence and crime - devastating youth and their families as shown in Figure 2, *This is our Why*. Located in Zip Code 38127, Frayser has one of the highest poverty rates in all of Memphis and according to the Internal Revenue Service, over one-third of Frayser’s population lives below the poverty line. According to Momentum Nonprofit Partners, Frayser has been called “the foreclosure capital of Tennessee”

with residents facing formidable economic challenges. Within Frayser, the NorthGate-Westside neighborhood is in crisis from decades of neglect, disinvestment, jobs and population loss, exclusionary housing policies and practices, and foreclosures that have left thousands of vacant, abandoned houses in the community. The vacancy rate in Frayser is 46.6%, which is in the top 2% of all U.S. neighborhoods. The community is also designated as a USDA low-income, low-access food desert, and a HRSA designated health professional shortage area for dental, mental, and primary health services, with an overall medically underserved population. Frayser (Census Tract 99.01) has four licensed childcare providers and 251 children under the age of five.

Figure 2: This is our Why

This is our WHY

The beginning of the 2022 school year brought devastation rather than celebration in the North Memphis community. In just one week **three separate shootings** killed two individuals - Dr. Yvonne Nelson, a community leader, and Terry Henderson, a beloved youth worker – and sent six others to the hospital.



Terry, who worked for Youth Villages, was just 22 when he died. He was a graduate of Memphis Business Academy, where he was president of the National Honor Society and graduated in the top three of his class. He earned his business degree, magna cum laude,

from Arkansas' Philander Smith College in May 2022. He had returned to his community to work with teenage boys to prevent the very violence that led to his death.

"Each murder causes a shockwave of pain and trauma that touches everyone who knew the victim and reverberates in so many ways throughout our community. Terry's death is another example of the high price Memphis pays in lost talent and potential with every homicide." ~ Statement from Youth Villages

Millington: is a city within the Memphis MSA, nine miles north of Memphis city center, with an estimated 25,816 residents as of 2021. Millington is home to the Naval Support Activity Mid-South (NAVSUPACT) naval station, one of the largest single employers in the state of Tennessee, with more than 7,500 military, civilian, and contractor employees on 1,950 acres; however, Millington is a low-income community with a very limited presence of community-based organizations that could serve as partners and zero opportunity for adult higher education and/or training. Millington is also designated as a food desert and health professional shortage area for dental, mental, and primary health services, and designated an overall medically underserved population. Millington is also a childcare desert with only six licensed childcare providers for 780 children under the age of five. Millington has no public transit.

The Millington area has two Census Tracts designated as an Opportunity Zone (Census Tract numbers: 47157020210, 47157020300). According to Opportunity Memphis, **Millington Primary School is located in one of the two Opportunity Zone Census Tracts.** A Memphis/Shelby County Opportunity Zone is a low-income U.S. Census Tract that encourages individuals and corporations to invest in a variety of economic development projects. According to Resilient Shelby, the City and County recently established a tax increment financing (TIF) district within this zone. In addition, the U.S. Naval Command Center recently received \$60 million through the US Department of Housing and Urban Development's (HUD) National Disaster Resilience Competition for a 1,200 acre park to protect the naval base and low-to-moderate income communities from chronic flooding. The area will also provide broader community benefits through connectivity of greenway trails, walking paths, ball fields, and other recreational amenities.

Target Schools and Students

The **Shelby County Community Schools Partnership (SCCSP)** brings together two local education agencies (LEA) [*fulfilling requirements of Absolute Priority 4*] serving students and families of Frayser, Northaven, and Millington.



LEA #1, Memphis-Shelby County Schools (MSCS), is Tennessee’s largest public

school district and is among the 25 largest public school districts in the United

States serving 110,500 students in more than 214 schools. Within MSCS are 56

charter schools managed by distinct operating entities serving 19,000 students. The SCCSP

project model is unique in its selection of MSCS participating schools: one MSCS traditional

district-run school - Northaven Elementary, and two charter schools managed by different

operators, Frayser Community Schools - Westside Middle School, and Memphis Business

Academy - MBA High School. The collaborative, inclusive design aligns with comparison urban

school structures and will result in learned lessons applicable to numerous public school formats.

Per the Tennessee Department of Education, MSCS earned a Level 5 Tennessee Value-Added

Assessment System (TVAAS) rating in 2020-21 for the first time since the 2014-2015 school

year.



LEA #2 Millington Municipal School District (MMSD) serves Millington

community members in three schools - primary, intermediate and middle-high

school - with a total of 2,350 students. Formed in 2013, MMSD is a public

school district serving children and families of Millington, TN within the

Memphis MSA. The Millington community voted through a referendum to create a municipal

school district in July 2013. Less than one year later, the Tennessee Department of Education

approved a local education agency for the Millington Board of Education in May 2014. With

State approval, MMSD was officially formed and assumed responsibility for the management,

administration and operation for schools within its borders, firmly positioning itself as one of six municipal school districts in Shelby County. The district boundary for MMSD encompasses the entire city of Millington and its annexation reserve area. Students residing outside the school district's boundary are considered "out of district" and are enrolled in a Millington school with an approved transfer. MMSD was founded using a collaborative, community approach. "One Millington" is the fundamental principle that drives the vision, direction, mission, and intention for the MMSD school system. MMSD has the fervent desire to be a community connected entity of service by educating students and equipping them for success in and outside of the school buildings. Evidence of academic progress was published in August 2022 when WMC Action News 5 confirmed MMSD earned a Level 5 Tennessee Value-Added Assessment System (TVAAS) rating for 2021/22; MMSD made a major jump since last year's Level 1 TVAAS rating. Lydian Kennin from WMC Action News 5 reported the district experienced growth in every subject and grade band, including double-digit improvements in English/Language Arts (ELA) and Math. MMSD Superintendent Bo Griffin said, "We are moving in the right direction....It's important to acknowledge progress, but we are working hard to be better every day. We have high expectations for the year ahead, and our teachers and staff will have the support they need to help students be successful." As a relatively new school district, with a more rural geography serving low-income families, MMSD will benefit from the increased resources and technical assistance proposed through this project to fully implement the FSCS approach.

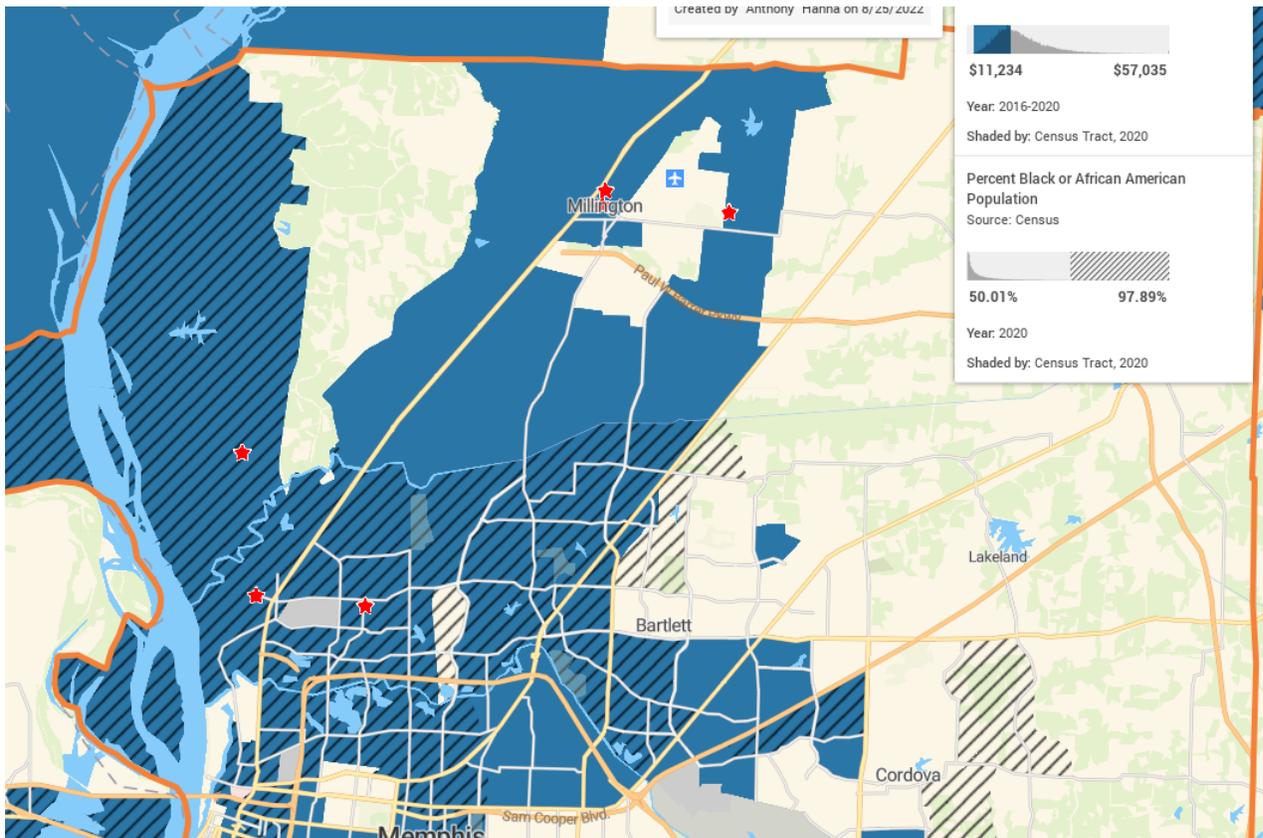
Foundation for LEA and School Collaboration: Seeding Success (S2) is a 501(c)3 organization launched in January 2013 to bring community systems together for a collective impact approach for improving outcomes for K-12 students and families. The work of Seeding

Success is to align strategy, policy, and funding to ensure every family in the Memphis MSA has the resources they need to succeed. To truly improve the systems that currently exist in our community, S2 brings together leaders and organizations from all sectors to analyze the data, identify opportunities, and work toward a common goal.

S2 has formally partnered with MSCS and Communities in Schools Memphis (CISM) in the development of a community schools strategy since February 2018 as one of four awardees of the national Together For Students (TFS) initiative of a multi-year implementation grant. Through this initiative, the partnership co-designed a framework and infrastructure for an equitable blueprint that connects resources and establishes accountability on a system, school, and neighborhood level. To ensure this blueprint met the needs of the community, the TFS goal was to implement the Community Schools Strategy in three to five prototype schools that would serve as Community Hubs for services and support. This offered the community an opportunity to co-design an efficient and effective blueprint with partners, communities, families, and schools to scale and sustain this work across Memphis-Shelby County Schools.

Following data analysis, community feedback, and an assessment of school readiness, six schools - three from MSCS serving the Northaven and Frayser communities and three from Millington Municipal Schools District (MMSD), serving the Millington community - determined to move forward with a FSCS proposal. As shown in the map in Figure 3 (red stars = school locations), the three communities are located within 15 miles of each other and have significantly high rates of poverty with a majority of residents who are Black, Hispanic or Native American (BHNA). However, they serve students and families with significantly different needs and backgrounds and represent geographic and politically diverse perspectives on local governing bodies. The Northaven and Frayser communities face challenges similar to Memphis' urban core

Figure 3: Map of Six SCCSP Schools



while Millington experiences challenges typical in more rural communities. Both communities are committed to breaking cycles of generational poverty through increased coordination that supports the whole family.

The project design will enable the entire LEA of MMSD to learn, share services, build capacity and grow in lock step with schools from the MSCS LEA. As a significantly larger LEA, MSCS has experience partnering with S2 and CISM to implement FSCS programming in urban schools. In turn, MSCS will benefit from learning best practices for FSCS implementation in schools that serve students in more rural isolated areas. This collaboration will further Seeding Success to act as a regional backbone intermediary entity and the Consortium to advocate and

expand FSCS at the local and State level, through the engagement of LEAs across the Memphis-Shelby County MSA.

B. Needs Assessment

Shelby County Community Schools Partnership (SCCSP) partnering schools have identified acute needs as well as resources that can be leveraged to make a transformative impact within their wider community. As summarized in Table 4, the schools include two elementary/primary schools, two middle/intermediate schools, and two high schools. According to the Tennessee Department of Education 2020 Report Card Data, the SCCSP serves a total of approximately **3,376** students in 2021-22, 50% of whom are living below poverty level and over 68% of whom are Black, Hispanic or Native American (BHNA). All six SCCSP schools are eligible under section 1114 (b) of the ESEA for school wide programs as Title I schools [fulfilling requirements of Absolute Priority 1].

Table 4: Participating LEAs and Schools

	Memphis-County Public Schools			Millington Municipal School District		
	Northaven Elementary School	Westside Middle School	MBA High School	Millington Primary School	Millington Int. School	Millington Central Middle High School
Grades	PK - 5	6 - 8	9 - 12	PK -3	4 - 6	7 - 12
All students enrolled	326	309	538	851	555	1,217
Black/Hispanic/Native American students	96.30%	97.20%	99%	53.30%	55%	52.90%
Economically disadvantaged	83.70%	86%	59.50%	45.20%	46%	35.5%*
English language learners	1.80%	0.90%	5.70%	1.40%	2%	1.60%

Transitional English language learners	1.80%	1.60%	10.30%	3.20%	5.70%	2.40%
Female students	49.40%	48.70%	53.60%	49.50%	49.90%	47.70%
Male students	50.60%	51.30%	46.40%	50.50%	50.10%	52.30%
Homeless students	1.50%	0%	0%	0.40%	0.80%	0%
Students with military families	0%	0%	0%	0%	0%	2.40%
Asian	0.30%	0%	0.20%	1.50%	2%	2.60%
Black	89.60%	95.60%	79.40%	38.70%	36.80%	37.70%
Hispanic	6.40%	1.60%	19.60%	14.30%	18%	13.60%
Indigenous	0.30%	0%	0%	0.40%	0.20%	1.60%
Pacific Islander	0%	0.30%	0%	1.30%	0.80%	0.30%
White	3.40%	2.50%	0.80%	43.90%	42.20%	44.20%

Tennessee Department of Education 2020 Report Card Data

*Note: * Millington Municipal School District uses Direct Certification x 1.6 Multiplier as the poverty factor to determine Title I eligibility via the Consolidated Funding Application. Using this equation, Millington Central High School had an adjusted rate of 57.49% of economically disadvantaged students.*

Northaven Elementary School: educates 388 students, and is a traditional public school operated by MSCS. Data from the Tennessee Department of Education 2020 Report Card and the USDA Economic Research Service indicates 83.7% students were economically disadvantaged and qualified for free and reduced lunch in 2020, which is significantly higher than both the state average of 30.8% and the national average at 76.9%. The school is classified as economically disadvantaged, earning the designation of Title IA eligible.

In a December 2020 op-ed for Philanthropy News Digest, MSCS’s former CFO, ■■■■■

■■■■■ describes the overwhelming needs facing Northaven Elementary students and

families, as extreme poverty, eviction and homelessness, and food insecurity. ■■■■■ makes the case that *“School districts are more than centers of learning. They supply jobs, transportation, meals, wireless internet, ehealth care, and housing.”*

According to MSCS Feeder Pattern PowerBI reports, in 2021-22, 41 students living in the Northaven catchment area attended charter schools and 71 attended other MSCS schools through a transfer, while 58 students zoned to attend another school transferred to Northaven, for a net loss of 54 students. A greater net loss (149 students) was experienced at Woodstock, the middle school where Northaven graduates are zoned to attend, indicating that a significant number of Northaven graduates are electing to attend school outside their zoned feeder pattern. Using the Promise Neighborhood formula to calculate student mobility, **the 2021-22 student mobility rate for Northaven was a stunning 93%.**

Westside Middle School: is a public middle school under the MSCS LEA and operated by Frayser Community Schools, a neighborhood charter school network. Westside educates 309 students, with 86% of students qualifying for free and reduced lunch and the school is classified as economically disadvantaged, earning the designation of Title IA eligible (Report Card Data 2020). Westside has several engaged community partners, including Communities in Schools of Memphis and City Year, implementing student and family programs to support this high-needs school.

Memphis Business Academy (MBA) High School: was formed in 2005 as a charter-operated school within MSCS. MBA educates 538 students, with 59.5% students qualifying for free and reduced lunch and therefore, the school is classified as economically

disadvantaged, earning the designation of Title IA eligible. **MBA High has a 25% Hispanic population**, which is the largest enrollment for schools in the 38127 community.

Millington Primary School (MPS): is a public elementary school in the Millington Municipal Schools District (MMSD), educating 851 students. The percentage of Millington Primary School students on free and reduced lunch assistance is 45.2%. The school is classified as economically disadvantaged, earning the designation of Title IA eligible.

Millington Intermediate School (MIS): is a public school in the MMSD, educating 555 students in grades 4 - 6. MIS has 46% students who qualify for free and reduced lunch and therefore, the school is classified as economically disadvantaged, earning the designation of Title IA eligible. (Report Card Data 2020)

Millington Central Middle High School: is a public school in the MMSD, educating 1,217 students in grades 7 - 12. The high school has 35.5% students who qualify for free and reduced lunch and therefore, the school is classified as economically disadvantaged, earning the designation of Title IA eligible. (Report Card Data 2020)

All six SCCSP schools have gaps in educational opportunities and discipline issues such as bullying and chronic absenteeism that makes producing graduate ready students a challenge particularly for BHNA and economically disadvantaged students. For example, the SCCSP high schools annually administer the ACT standardized college admissions test. In the 2020-2021 school year, overall students from both MBA High School and Millington Central High School scored above the state in average English scores but lower than the state in average Math scores. However, the average scores for BHNA and Economically Disadvantaged students were lower than the overall state averages. Table 5 highlights the Report Card Data 2020 ACT scores for these schools compared to the state rate.

Table 5: Academics by LEA

2020-2021 ACT	Memphis Business Academy High School	Millington Central Middle High School	Tennessee
Participation Rate All Students	98%	88%	96%
Participation Rate Black/Hispanic/Native American	98%	86%	96%
Participation Rate Economically Disadvantaged	97%	91%	95%
Participation Rate English Learners	-	-	94%
Participation Rate Students with Disabilities	-	-	93%
Average English Score All Students	16.5	19.2	15.4
Average English Score Black/Hispanic/Native American	16.5	16.7	15.7
Average English Score Economically Disadvantaged	16.1	16.8	15.8
Average Math Score All Students	16.4	18	18.1
Average Math Score Black/Hispanic/Native American	16.3	16.8	16.6
Average Math Score Economically Disadvantaged	16.4	16.1	16.6
Average Reading Score All Students	16.9	19.9	19.2
Average Reading Score Black/Hispanic/Native American	16.8	17.5	17
Average Reading Score Economically Disadvantaged	16.4	16.8	17.1
Average Science Score All Students	17.5	19.7	18.8
Average Science Score Black/Hispanic/Native American	17.4	17.8	17.1
Average Science Score Economically Disadvantaged	17.2	17.2	17.1

Average Composite Score All Students	17	19.3	18.7
Average Composite Score Black/Hispanic/Native American	16.9	17.3	16.7
Average Composite Score Economically Disadvantaged	16.7	16.8	16.8

Tennessee Department of Education. 2020-2021 ACT Data.

While dropout rates for students in the SCCSP high schools are lower than the state average and graduation rates are higher than the state average, the ready graduate rates are disappointingly low. The Ready Graduate rate demonstrates readiness for meaningful postsecondary education, a training program, and/or workforce entry. In 2020, students from both MBA High School (19.6%) and Millington Central Middle High School (30.1%) were well under the state (42%) average. Table 6 highlights the 2020 graduate, graduate ready, and dropout rates for the SCCSP high schools. (Report Card Data 2020)

Table 6: 2020 Graduation, Graduate Ready, & Dropout Rates

	Memphis Business Academy High School	Millington Central Middle High School	Tennessee
2020 Graduation Rates	93.5%	92.5%	89.7%
2020 Graduate Ready	19.6%	30.1%	42%
2020 Dropout Rate	3.3%	4.4%	5.1%

Tennessee Department of Education 2020 Report Card Data

The SCCSP schools all report issues with discipline. Nationwide bullying is among the most commonly reported discipline problems in public schools. The Centers for Disease Control and Prevention (CDC) shares that youth who are bullied are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. Nearly 14% of public schools nationwide report that bullying happens at least once a week. The CDC shares

that bullying is highest for middle schools (28%) followed by high schools (16%), combined schools (12%), and primary schools (9%). In addition, reports of cyberbullying among public school attending students are highest for middle school (33%), followed by high school (30%), combined schools (20%), and primary schools (5%).

The National Center for Education and Statistics also shares that in 2019, about 22% of students ages 12–18 reported being bullied at school during the school year: 15% reported being the subject of rumors; 14% reported being made fun of, called names, or insulted; 6% reported being excluded from activities on purpose; and 5% reported being pushed, shoved, tripped, or spit on. Additionally, 4% of students reported being threatened with harm, and 2% each reported that others tried to make them do things they did not want to do and that their property was destroyed by others on purpose (CDC).

Another discipline issue is chronic absenteeism. According to Samantha West from Chalkbeat Tennessee, nearly three in 10 Memphis-Shelby County Schools students were chronically absent from school this year, a jump of almost 10% over pre-pandemic years. West shares that new data presented to the school board in May 2022 also shows that historically underserved student groups – Black students, children from economically disadvantaged families, and students with disabilities – were more likely to be chronically absent. West also reports that chronic absenteeism rates weren't quite as high in Memphis before the pandemic, ranging from 16% during the 2017-18 school year to 20% in 2018-19, according to district data. Daily attendance rates hovered around 95%. This year, chronic absenteeism among Memphis students in both charter and district-managed schools stands at 28%, with an average daily attendance rate of nearly 92%. West notes that economically disadvantaged students were more likely than any other student group to be chronically absent, with a rate this year of almost 36%

— up from about 26% in 2018-19. And just over 30% of Black students and 28% of students with disabilities were chronically absent, according to the data – an increase from about 23% and 26% in 2018-19, respectively (Chalkbeat Tennessee). Table 7 highlights the percent of students who were chronically absent based on the state’s Report Card Data 2020. Chronic absenteeism is defined as a student who is absent for 10% or more of the instructional days for which he or she is enrolled in a Tennessee public school or district.

Table 7: 2021-2022 Percent Chronically Absent

All Students	54.50%	45.30%	67.70%	25.50%	22.20%	26.50%
Asian	-	-	-	15%	-	11.10%
Black or African American	55.80%	46.20%	68.90%	25.70%	24.10%	29%
Black/Hispanic /Native American	55.10%	45.50%	67.70%	24.70%	23.50%	28.60%
Economically Disadvantaged	57.60%	41.70%	71%	36.10%	31.50%	37.30%
English Learners with Transitional 1-4	-	-	68.20%	26.10%	14.30%	17.30%
Hispanic	36.40%	-	-	22.10%	22.40%	26.50%
Students with Disabilities	69.80%	19.20%	63.90%	30.20%	21%	37.90%
White	46.20%	-	-	26.50%	21.30%	25.40%

Tennessee Department of Education. Additional Data Chronic Absenteeism

To address discipline issues, Shelby County Schools launched the ReSET initiative in the fall of 2019 at 30 schools, including Westside Middle, as an intervention step to reduce suspensions. Jalyn Soucek from Local Memphis reports that rather than sending students to the principal’s office, the ReSET rooms are designed to help students “reset” their behavior with a trip to a room that promotes calming and de-escalation techniques. Inside each ReSET room, a teaching assistant works with students. The assistant is trained in de-escalation techniques to help students dealing with trauma. In the first year, the district said 1,400 students were redirected to the ReSET rooms at the 30 schools and suspensions fell nearly 6% before the school year went virtual in 2020-21. All SCCSP target schools are working to adopt and/or expand the ReSET room strategy as FSCS.

Samantha West from Chalkbeat Tennessee reported that this year, about 10% of students were suspended, marking a slight decrease from school years before the pandemic. In 2017-18 and 2018-19, the suspension rate stood at nearly 14%. West noted that in a continuation of pre-pandemic trends, Black students, children with disabilities, and economically-disadvantaged students were more likely to be suspended than their peers. Table 8 highlights 2020 discipline rates including suspension and expulsion rates at all six SCCSP schools.

Table 8: 2020 Discipline Rates, including suspensions and expulsions

<i>2020 Students Suspended</i>	Northaven Elem.	Westside MS	MBA HS	Millington Prim.	Millingt on Int.	Millingt on Central M-HS
Total Students Suspended	6	38	25	15	71	53

Black/Hispanic/Native American	6	38	24	8	51	32
Economically Disadvantaged	6	22	18	11	51	26
English Language Learners	0	0	0	0	1	1
Students with Disabilities	2	7	2	6	17	7
2020 Students Expelled	0	1	0	0	0	0

Tennessee Department of Education 2020 Report Card Data

The Shelby County Schools district is working to increase teacher retention. According to a November 2019 district report, the one-year teacher retention rate from 2017-18 to 2018-19 was between 70% and 90% for most cohorts when grouped by years of experience. Teachers with five or more years of experience had the highest retention rate, and teachers with less than one year had the lowest rate. However, when looking at retention of all teachers hired during a given fiscal year, the rate declines steadily over time. Less than half of the teachers originally hired in 2014-15, 2015-16 and 2016-17 are still with the District. Julia Baker from Chalkbeat Tennessee shared that “...local school leaders are hoping that higher pay, more classroom support, and aggressive recruiting will help bring in new hires who will stay.”

It appears to be working. According to a September 2020 district report, as of May 31, 2020, there were approximately 224 vacant teacher positions. There were 389 teacher type resignations since May 2020. Eight virtual hiring fairs were held to hire teachers for the school year 2020-21. From those events, 324 teachers were employed. As of August 31, 2021, there were 63 vacant teaching positions that are covered by degrees and/or licensed substitute teachers. Baker’s Chalkbeat Tennessee article credits initiatives like SCS Cares, a portal that outlines wellness initiatives provided by local agencies, the district, and its insurance provider.

The Tennessee Educator Survey (TES) is the State’s annual survey used to understand the experiences of educators across Tennessee. Each year, the department and Tennessee Education Research Alliance (TERA) gather this information to empower stakeholders and decision-makers across the state to better meet the needs of teachers. In the school climate survey shown in Table 9, teachers in all three Millington District schools were overall very positive. In 2021, 90% or more teachers either “Agreed” or “Strongly Agreed” that “I feel prepared to respond to any type of emergency situation that may occur at my school.” At least 92% or more teachers either “Agreed” or “Strongly Agreed” that “Students in my school are safe from bullying.” And at least 98% or more teachers either “Agreed” or “Strongly Agreed” that “Students treat adults with respect at this school”. (TES 2021)

Table 9: 2021 School Climate Survey in Millington District Schools

	Millington Elementary “Agree” or “Strongly Agree”	Millington Intermediate “Agree” or “Strongly Agree”	Millington Central High School “Agree” or “Strongly Agree”
I feel prepared to respond to any type of emergency situation that may occur at my school.	90%	100%	98%
Students in my school are safe from bullying.	92%	96%	93%
Students treat adults with respect at this school.	98%	88%	98%
I am generally satisfied with being a teacher in this school.	98%	100%	100%
I would recommend this school to parents seeking a place for their child.	98%	100%	100%
Our school staff is a learning community in which ideas and suggestions for improvement are encouraged.	90%	100%	100%
There is an atmosphere of trust and mutual respect within this school.	96%	100%	100%

Recruitment is still a challenge. According to Samantha West with Chalkbeat Tennessee, within three weeks of the start of the 2022-2023 school year, Memphis-Shelby County Schools had 220 unfilled teaching positions. The number is down nearly 18% from a year earlier and West reports that MSCS officials attributed the decrease in teacher vacancies to a new state law allowing retired educators to return to the profession without losing their retirement benefits, as well as the district’s “extensive work” on teacher retention and recruitment. West reports the district launched an open interviews for teachers — a recurring hiring event to help teacher candidates get licensed and connect them with open district positions beyond the start of the school year. Over 475 teachers have been recommended through the events since mid-May, according to the district.

An important component of recruitment is quality. According to a Tennessee Department of Education report on educator experience and licensure, there are 12,164 (22.71%) teachers in the state’s high-poverty school districts who are inexperienced. Table 10 highlights the state’s district educator experience and licensure data. Both Shelby County and Millington Municipal School are located in high-poverty districts.

Table 10: Tennessee Educator Experience and Licensure Data 2019-2020

<i>Category</i>	<i>High-Poverty Districts</i>	<i>Low-Poverty Districts</i>	<i>All Schools</i>
Number Teachers Teaching Out of Field	8	8	43
Number Teachers with Emergency / Provisional Credentials	125	6	152
Number Schools	439	442	1855
Number Inexperienced Teachers	2,763	2,781	10,040
Number Teachers	12,164	21,640	66,670

Percentage Inexperienced Teachers	22.71%	12.85%	15.06%
Percentage Teachers Teaching Out of Field	0.07%	0.04%	0.06%
Percentage Teachers with Emergency / Provisional Credentials	1.03%	0.03%	0.23%

Another important component of recruitment is diversity. According to a Tennessee Department of Education report on teacher and administrator racial and ethnic diversity in Tennessee, 37% of Tennessee’s students are students of color, but teachers of color represent only 13% of the teacher population. This gap between students and teachers of color in Tennessee mirrors a national trend. Across the United States, students of color make up 51% of the student body whereas teachers of color make up only 18% of the population. For students of color, exposure to a teacher of color can change the way they experience education. Teachers of color can serve as strong role models and raise expectations for learning through relationships with students and their families. According to Seth Gershenson et al. in an article called “Long-Run Impacts of Same-Race Teachers,” for persistently low-income students, exposure to at least one African American teacher in grades 3-5 increases students’ self-reported intention to pursue a bachelor’s degree. Table 11 highlights the Tennessee Department of Education 2019-2020 district level race and ethnicity of both Shelby County and Millington Municipal School teachers and administrators.

*Table 11: Shelby and Millington Administrators and Teachers Race and Ethnicity**

	Shelby County Administrators	Shelby County Teachers	Millington Municipal Schools Administrators	Millington Municipal Schools Teachers
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American Indian or Alaska Native	0	0.1%	0	0
Asian	0.1%	0.9%	0	0.6%
Black or African American	76.1%	59.5%	33.3%	19.2%
Hispanic or Latino	0.7%	1.7%	0	1.7%
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	16.1%	33.9%	66.7%	78.4%
Unidentified	0	0	0	0

**Tennessee Department of Education, Teacher & Administrator Racial and Ethnic Diversity, 2018*

Based on the analysis of school data and gaps identified within the schools’ pipeline services, the SCCSP has prioritized critical overarching needs and targeted goals for collective impact through this grant.

Need One - Increase the number of schools with an evidence-based approach to the coordination of integrated student supports in order to address family stability, health, mental health, and other out-of-school factors → **Goal:** Reduce Chronic absenteeism by 20% annually across all SCCSP schools.

Need Two - Increase access to pre-k and other early learning opportunities to enroll all 4-year olds in the SCCSP into high-quality early learning opportunities to improve school readiness → **Goal:** Increase school readiness by 5% annually.

Need Three - Increase access to after- and out-of-school supports, and college and career readiness preparation to improve critical academic milestones → **Goal:** Increase student

achievement in ELA, Math, and Ready Graduate rates by 3% in ELA and Math Annually, and an annual increase of 2% in the ‘Ready Graduate’ measure.

In order to achieve these significant gains, the SCCSP will leverage an aligned set of prioritized pipeline services that have been identified to fill critical needs in both the schools and communities where the SCCSP operates.

C. Critical Resources to Close Identified Gaps

Leading up to proposal development, each school collected feedback from parents and families using direct parent and staff engagement, student-level data, and local research efforts. Comparing this information with school data in the areas of suspension, absenteeism, violence, math/reading readiness, we identified overarching needs as well as specific school needs.

Overarching needs:

1. Increased infrastructure to coordinate integrated student supports. At the time of application, Westside Middle is the only school with a dedicated CISM (Community in Schools Memphis) staff member, an evidence-based approach to coordinating integrated student supports.
2. Developing mechanisms for communication of lessons learned, coordinating community-wide resources, and sharing best practices. Because of the sheer size of the Memphis-Shelby County MSA and what can seem like insurmountable challenges, schools often work in silos that lead to fragmentation of resources.
3. Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility. By increasing collaboration across multiple agencies, partners will address root cause issues surrounding school readiness, academic

success (Literacy, Math, and college and career readiness), chronic absenteeism, non-academic factors related to student success and in- and out-of-school violence.

School-Level Resource Needs:

Elementary/Primary Schools

- Increase capacity at each school to address chronic absenteeism and improve family and community engagement supports. Current family engagement efforts need to be revamped with new strategies and in an accessible format to re-engage parents that decreased participation during COVID-19.
- Expand social, health, nutrition and mental health services to support equitable access to health and promote healthy lifestyles through the UT Health Sciences partnership and Shelby County Health Department.
- Increase enrollment in early childhood programs, connect families to prenatal to 5 services, and expand pre-k services to increase school enrollment through secondary partnerships with the First 8 Memphis pre-k network, Porter-Leath Childhood Center, and Early Success Coalition.
- Increase participation in after-school, summer learning, and high-dosage tutoring to improve academic success through Literacy Midsouth and its network of out-of-school time partners; additionally SCCSP students and families will be referred to City of Memphis library branches and community centers in the target area.

Middle School/Intermediate schools.

- Family and community engagement supports are needed such as SEL family training, truancy prevention and awareness for parents to increase the overall school climate.

Professional development and resources to support students re-entering school from incarceration and their parents / families.

- Student supports such as mental health counseling including grief and trauma for support beyond the capacity of the school social worker; programs and resources that teach life skills, mindfulness and coping mechanisms, conflict resolution and bullying.
- Expanded social, health, nutrition and mental health services to support chronic absenteeism, academic, and behavior outcomes.
- Increase participation in after-school, summer learning, and high-dosage tutoring to improve academic success.
- Increase access to career exploration and college preparatory programs.

High Schools

- Transition to high school services and summer onboarding programming for rising 9th grade students, and also for ESL students and new students and families.
- Comprehensive college and career readiness preparation such as ACT prep with flexible, accessible offerings.
- Postsecondary and workforce readiness activities stemming from community partnerships to support internships and work-based learning (with transportation services), and a fully equipped CTE program with technical colleges.
- Expand college and career counseling.
- Juvenile crime prevention and rehabilitation programs such as integrated support through specialized community partners, drug and alcohol prevention, and partnership with Memphis Police Department and Youth Villages' Memphis Allies to support decreased rates of violence and crime in- and out-of-school.

II. QUALITY OF PROJECT DESIGN

The SCCSP project has been carefully designed with intentionally diverse community voices, conducting a needs assessment encompassing overarching and school-based needs, and crafting a plan to effectively implement full-service community school models in 6 schools in the Memphis-Shelby County MSA, meeting the needs of 3,376 high-poverty students, their parents, families, and communities.

Emphasizing the community schools core strategies of coordination and effectiveness, SCCSP brings together two distinct LEAS for a new collaboration to mirror services, as well as three different school operating structures, with the inclusion of traditional public, two charter schools, and three municipal schools. The SCCPS consortium intentionally selected this unique blend of schools to reflect the diverse school structures in place throughout the Memphis-Shelby County MSA. The Consortium leverages MSCS experience with FSCS, Seeding Success' experience convening and managing similar projects of scope and size, and the desire of families and schools to address the root causes that have fostered generational poverty and violence within their communities. The districts share wide ranging resources, histories, services, and community partners, and both serve high-poverty Memphis-Shelby County MSA students and families with critical and unmet needs. With additional resources, the SCCSP city, municipal and charter school models will provide lessons learned and best practices for expansion throughout the MSA's over 220 schools with diverse management approaches. This project also has significant potential for replication in similar cities with disparate school structures.

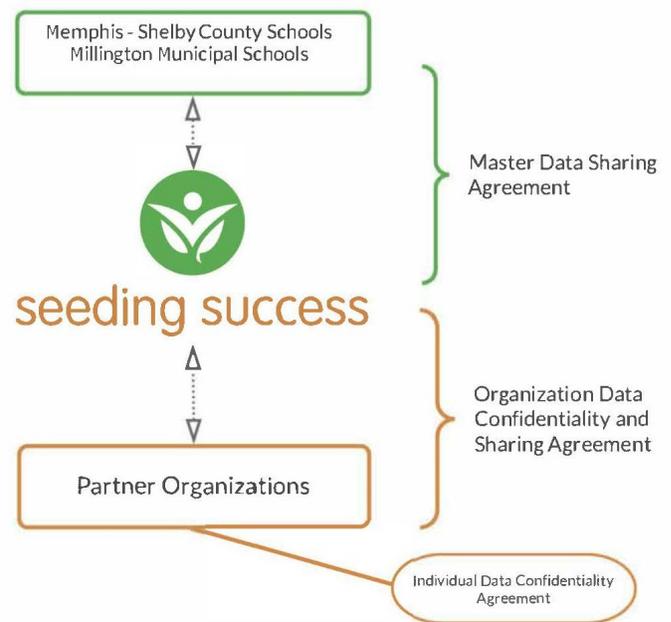
The SCCSP Consortium has developed measurable goals and objectives and an implementation plan to achieve those goals, a management plan for coordination and communication, and an evaluation plan for continuous quality improvement.

A. Annual Measurable Performance Objectives and Outcomes

The SSCSP will integrate the proposed student outcomes and partner pipeline service data to track and monitor all SCCSP data. Seeding Success (S2) has established effective data sharing and reporting capacity through its data infrastructure to integrate Student Information Systems (SIS) and other service data (Non-profits, government agencies, housing, and health) The schematic in Figure 4 highlights how data will be integrated, analyzed and reported back to all relevant SCCSP structures (e.g. Consortium, School Improvement teams, etc.) and partners. Data for all SCCSP students will be exported into the S2 Data Warehouse; Performance data (enrollment, dosage, and any assessment data) from SCCSP pipeline service providers will also be integrated into the S2 data warehouse; and the aggregated student performance data will be analyzed and visualized by S2 into a set of performance dashboard through PowerBi (schools)

and Tableau (community partners) in order to monitor and evaluate the effectiveness of programs and the continuous improvement of services. The S2 data infrastructure adheres to all federal data sharing laws (FERPA, HIPAA, ect.) and data security protocols for integrated data systems provided by the Privacy Technical Assistance Center (PTAC).

Figure 4: Schematic



- **Student Information Systems-** District data systems that collect daily attendance, behavior, formative, and summative assessment data
- **Partner pipeline services data-** data collected through an array of partner data collection tools and assessment systems
- **S2 Server-** Provides the automated vehicle for integrating data in the S2 data warehouse
- **S2 Data Warehouse-** Integrated data warehouse that aggregates information for the SCCSP
- **Tableau-** Tableau is a customer facing data visualization software used to analyze and report performance back to partners
- **PowerBi-** PowerBi is another option for available to analyze and report performance back to partners

To effectively manage progress towards deliverables, partner service commitments, meeting requirements, and grant deliverables all SCCSP consortium members and S2 project management team will use Monday- work management, as its project management software. S2 currently leverages the platform to manage its large scale initiatives and internal performance.

The SCCSP will leverage the existing data infrastructure and project management tools provided by S2 to evaluate annual 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 meet the FSCS project goals as described in Table 12.

Table 12. Goals, Measurable Performance Objectives and Outcomes

<p>Goal: To improve coordination, integration, accessibility, and effectiveness of services for children and families through six full-service community schools in Northwest Memphis (3,376 students)</p>

<p>Performance Objective 1: To increase the percentage and number of individuals within the target area that receive services during each year of the project.</p>	
Outcomes	Measured by
A. Provide Pipeline Coordinator Specialist (PCS) at all 6 participating schools	<ul style="list-style-type: none"> ● Hiring 5 additional coordinators (1 already in place at Westside)
B. Build infrastructure to align services	<ul style="list-style-type: none"> ● Quarterly meetings of Consortium ● Monthly meetings of Consortium workgroups ● Weekly meetings of school FSCS committees
<p>Performance Objective 2: To provide expanded and new pipeline services to high need students and families to ensure that children are prepared for kindergarten and achieving academically.</p>	
A. Provide high quality early childhood programs to ensure students prepared for Kindergarten	<ul style="list-style-type: none"> ● Improve Kindergarten readiness, baseline for the SCCSP is 41%, by 5% annually in two Elementary/Primary schools (60 students/year served in Y1-Y3; 80 served in Y4-5 Y1)
B. Provide high quality school and out	<ul style="list-style-type: none"> ● Improve reading proficiency by 3% annually

<p>of school time programs to improve academic achievement</p>	<ul style="list-style-type: none"> ● Improve mathematics proficiency by by 3% annually ● Increase number of Ready Graduates by 2% annually <p>Baseline information for reading and math shown in Table 5, page 23; baseline information for Ready Graduates shown in Table 6, page 25 (1,850 students served per year w/out of school and summer programs)</p>
<p>C. Support for transitions: Pre-K to elementary elementary to middle</p>	<ul style="list-style-type: none"> ● 20 students per year will participate in Porter-Leath summer pre-k services (increasing Kindergarten readiness by 5%) ● 124 students per year will participate in Girls inc, YMCA, Boys & Girls Clubs, City Year, and Legacy of Legends summer services to reduce summer slide by 30% between grade 5 and 6 for both reading and mathematics; according to Emma Dorn et al., historically 72% of MSCS students experience summer slide in math and English (National modeling

	<p>compounds that effect to suggest the pandemic created 2-10 months of learning loss)</p>
<p><i>Performance Objective 3:</i> To provide expanded and new pipeline services to high need students and families to ensure children are safe, healthy, and supported by engaged parents.</p>	
<p>A. Support parent engagement in their child’s learning</p>	<ul style="list-style-type: none"> ● Increase parent/family participation in family and community events by 10% at all 6 schools
<p>B. Provide social, physical, and mental health supports/services to improve student health</p>	<ul style="list-style-type: none"> ● The % of students who answered favorably for questions about “Sense of Belonging” (in the School Climate Survey) will improve by 5%.
<p>C. Implement a multi-tiered system of supports to enable healthy development and respond to trauma</p>	<ul style="list-style-type: none"> ● Through Care Coordination provided by CIS and referral to mental health service providers, In and out of school suspensions will be reduced by 50% (baseline data provided in Table 8, pg 28)

<p>D. Address community violence prevention and intervention through cross-system collaboration</p>	<ul style="list-style-type: none"> ● Improve school climate by 5% ● Reduce absenteeism by 20% ● Reduce school suspension by 10% ● Increase % of students reporting feelings of safety by 5% <p>Legacy of Legends, Lifeline to Success, and Youth Villages community violence prevention and intervention through cross-system collaboration with Memphis Allies program will provide an evidence-based 3-tiered intervention to prevent youth from committing violence, particularly gun violence.</p>
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B. Evidence Basis for Project Design and Interventions

The SCCSP project design is a continuation of ongoing community schools work that S2, CISM, and Memphis-Shelby County Schools (MSCS) have been steadily and successfully building for the last several years throughout the MSA. The project design builds upon the **Communities In Schools® (CIS™) model of integrated student supports (ISS)**. As shown in Figure 5, CIS is a student-centered approach to promoting students’ academic success by developing or securing and coordinating services and supports that target academic and non-academic barriers to achievement. The ISS model creates efficiencies within schools by connecting students and families to the supports they need while allowing teachers to teach and

Figure 5: CIS Student-Centered Approach



principals to focus on leading the school. Social Emotional Learning (SEL) programs delivered within an integrated student supports model have shown promise for improving results on school performance. Research suggests that participation in SEL programs can improve students' academic achievement, reduce delinquency and other challenging behaviors, and increase the likelihood of graduation,

postsecondary enrollment, and postsecondary completion. To facilitate this model, CIS Memphis (CISM) will hire a full-time Pipeline Coordinator Specialist (PCS) to lead the FSCS team within each school, connecting students and families to evidence-based and evidence-informed strategies that span from birth through graduation as follows.

Strategy 1: Support in Early Childhood

Early Home Visiting - The initial touch for many families in the SCCSP service area will be home visitation from trained professionals who will provide regular, voluntary home visits to expectant and new parents to address early childhood needs. These programs act as the 'front door' to the system making referrals into other human services. This work is critical due to the pressing issues faced in the prenatal to age three space including infant mortality, adverse childhood experiences (ACEs), and late exposure to early educational opportunities. Doctors Mary M. Wagner and Serena L. Clayton evaluated two randomized trials of the Parents and Teachers (PAT) program, a parent-teacher program that includes home visiting and is designed to

begin prenatally or at birth. In addition, David L. Olds evaluated the nurse-family partnership. Their evaluations revealed that evidence-based home visitation programs are a powerful and cost-effective way to support healthy births, care for young children, and the health of families. Evaluation studies identify multiple domains where improved outcomes are realized including reductions in the number of premature births, fewer Emergency Department visits, fewer referrals to special education, reduced grade retention, and fewer cases of child maltreatment. They also improve maternal and child health in the early years, strengthen parenting skills, and enhance children's cognitive and socio-emotional development.

Enrollment and coordination of home visiting services will be led by Porter-Leath through its Early Success Coalition. The Shelby County Early Success Coalition (ESC), launched in January 2009 with a five-year Evidence-Based Home Visitation grant from the Administration for Children and Families, U.S. Dept. of Health and Human Services. The ESC works as a network of evidence-based home-visitation programs and supports a “no-wrong-door” referral and enrollment approach across the participating programs. Porter-Leath coordinates the network and directly manages Early Head Start and the Parents as Teacher programs. The following ESC partners will support families, prenatal to age 3, in the SCCSP, while the ESC staff ensures the non-duplication of services and enrollment into the best fit program for each family.

Early Head Start-Home Visiting (EHS-HV)- SCCSP partner, Porter Leath, will be responsible to outreach focused on low-income pregnant women and families with children from birth through age three, most of whom are at or below the federal poverty level or are eligible for Part C services under the Individuals with Disabilities Education Act in their state. The EHS-HV

program provides early, continuous, intensive, and comprehensive child development and family support services. Services include weekly 90-minute home visits and two group socialization activities per month for parents and their children.

Parents as Teachers (PAT)[®] - Also implemented by Porter-Leath, PAT, provides parents with child development knowledge and parenting support, supports early detection of developmental delays and health issues, prevents child abuse and neglect, and increase children's school readiness. The PAT model includes one-on-one home visits, monthly group meetings, developmental screenings, and linkages and connections for families to needed resources. SCCSP will leverage existing Porter-Leath staff providing wrap-around family supports to Pre-K classrooms, to work with families at each of the participating schools, to enroll families in home visits using structured visit plans and guided planning tools. PAT serves families for at least two years between pregnancy and kindergarten.

Healthy Families America (HFA)[®] - Le Bonheur Healthy Families America is an evidence-based home visiting program that is committed to supporting parents from the very start. It is an intensive and long-term program that effectively increases parental understanding of early child development; helps prevent ACEs and decreases incidents of child maltreatment. The program goal is to reach parents as soon as possible to help them lay a solid foundation for baby's early brain development, which is critical to life-long social and emotional health and academic and eventual economic success. The program is free and available to any expecting mother or the mother or caregiver of a very young infant.

High-Quality Childcare and Pre-Kindergarten - The second key component of the Early Childhood Strategy is to elevate the quality and accessibility of high-quality childcare and

pre-Kindergarten in the SCCSP. Both Craig T. Ramey et al. from Applied Developmental Science and Julie B. Isaacs and Emily Roessel from Brookings share research that shows significant challenges for children to perform at grade level during K-12 if they enter kindergarten underprepared, which can negatively impact later life outcomes. Conversely, children who participate in high-quality early childhood education programs receive the developmentally appropriate experiences and resources that support healthy development and form foundations for success. Furthermore, Daniel D. Berry et al. from Developmental Psychology shares that children who come from disadvantaged circumstances see added benefits including reduced gaps in school readiness, and for children with multiple risk-factors, reduced levels of cortisol, a key indicator of acute and prolonged stress, which can be toxic to healthy development (Berry et al. 2014).

SCCSP intends to expand Pre-K access to serve all qualifying 4-year-olds in the SCCSP neighborhoods and to strengthen the quality of early care and education in the neighborhood through professional development. SCCSP will partner with First 8 Memphis to fund two pre-k classrooms at Northaven Elementary and Millington Primary. This will expand to four classrooms by Year 5. Additionally, families will have access to evidence-based partner programs through SCCSP referral networks for childcare such as Next Memphis and the Early Success Coalition.

According to Steve Aos et al. from the Washington State Institute for Public Policy, Lynn Karoly from RAND Corporation, and W. Steven Barnett from the National Education Policy Center, a successfully integrated early childhood system will leverage Pre-K as an effective transition milestone to bolster school success, reducing the need for special education services,

RTI interventions, and other costs associated with underprepared students. This warm handoff element of the SCCSP infrastructure will help ensure children have had the benefit of a safe and nurturing environment and high-quality adult child interactions, and that families receive services, which allow parents to (re)connect to education or return to the workforce, save on childcare costs, and increase their incomes.

The First 8 Memphis Pre-K model includes a Family Service Worker (FSW) for every 40 students, these specialized staff support Early Head Start and Head Start staff, including staff of school-based Pre-K, to work with families of enrolled students by connecting them to supportive services and ensure each child receives all needed preventive and follow-up health care. The Family Service Workers are employed by Porter-Leath. Partnerships with local medical providers, health clinics, and the Shelby County Health Department will ensure children are screened according to the state's Early Periodic Screenings and Diagnostic Testing (EPSDT) schedule, which includes annual physicals and immunizations. Similarly, Early Head Start, Head Start, and Pre-K programs will consider parents as primary educators, nurturers, and advocates. Parents will be encouraged to participate in the educational, nutritional, developmental, medical, dental and mental health needs of their children. Staff will involve parents in policy making, program governance/operation, and educational/vocational training classes to enhance their parenting skills. Parents will be provided the opportunity to attend training workshops and participate in social/cultural activities on a regular basis.

Today, 41%% of SCCSP children are entering school prepared, the SCCSP seeks to improve this outcome by 5% annually. The SCCSP will leverage an array of evidence based early education services and high quality Pre-K prenatal to age four to improve school readiness

outcomes. By standardizing what high-quality requires, elevating program performance system-wide, and supporting families, the early childhood education providers in SCCSP will better prepare children and families for success in kindergarten and beyond.

Strategy 2: Support In and Out of School

Driving the Dream (DTD) network: SCCSP partnering school parents, families, and community members will benefit from the regional resource the Driving the Dream (DTD) network, which is aligned with the two-generation (“2Gen”) whole family service delivery model and has been implemented within the Tennessee Department of Human Services. The 2Gen service delivery model focuses on creating opportunities for and addressing the needs of both adults and the children in their lives. The 2-Gen approach recognizes that families come in all different shapes and sizes and that families define themselves.

The Driving the Dream (DTD) network represents 92 greater Memphis partners, providing access to 188 services, many also relying on evidence-based or evidence-informed intervention models. The DTD is a functional coordinated network of effective community-based services and supports to help families advance from where they are to where they dream to be. All DTD services fall within the 2-Gen outcome areas of Economic Support, Education, Health and Well-being, and Social Capital. Utilizing the evidence-based Arizona Self-Sufficiency index, DTD case managers evaluate people’s level of independence and quality of life to develop a more holistic view of clients and their needs. Families will be able to access this network of services, including partnerships with Workforce Mid-South (career services), Tennessee Voices (parent-child school advocacy), and Memphis Crisis Center (mental health services) among others, through the school level coordination partner, Communities in Schools of Memphis

(CISM). CISM is a DTD Care Coordination partner. S2s maintains a data sharing relationship with DTD to track outcomes and ensure referrals are meeting goals. S2 will be leveraging a \$18M grant from the State of TN to expand access to these services over the next two years, with SCCSP schools as part of that expansion.

Social, physical, and mental health supports/services to improve student health:

SCCSP partnering schools all operate in communities designated by the US Health Resources and Services Administration (HRSA) as “Medically Underserved.” Residents in these communities report worse general health, mental health, and physical health than residents across the state of Tennessee (CDC 2021). Some of the gaps include access to care, a shortage of mental health providers and medical providers, food insecurity, violence, and other health indicators including chronic diseases. These disparity gaps and health indicators have a significant impact on chronic absenteeism and suspension in Memphis-Shelby County schools. Economically disadvantaged students and students with disabilities are more likely to be both absent and suspended from schools. Subsequently, chronic absenteeism and the rate of suspension remains an issue post-pandemic impacting children’s health and educational outcomes. In 2022, nearly three in ten Memphis-Shelby County schools were chronically absent, more than a ten percent jump over pre-pandemic years. While there is a positive relationship between vehicle access and access to healthcare, there is also a positive relationship between vehicle access and chronic absenteeism. Most youth are not within walking distance to their schools and children in rural settings are more likely to miss school.

To address these needs, SCCSP will leverage the support of health services within each community using the Whole School, Whole Community, Whole Child (WSCC) model, which has dual goals of improved health and education outcomes of students. The WSCC model was

developed by the Centers for Disease Control and Prevention (CDC) and the [Association for Supervision and Curriculum Development \(ASCD\)](#) as a unified and collaborative approach to improve learning and health in schools. The role of the school nurse in the model is to coordinate policy, process, and practice to support the goal of keeping students healthy, safe, engaged, supported, and challenged. If funded, health services in Millington will be provided by Le Bonheur; Cherokee Health will provide services at MBA; Ascent will provide services at Westside; Le Bonheur will provide services at Northaven. Nurse-provided services for students include physician-ordered treatments, first aid and triage for illness and injury, as well as planning for emergency events, managing chronic disease, and providing annual sports physicals. Some programs include the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) exam for students that have parental consent to identify and address health concerns. The EPSDT exam consists of all state-mandated vision and hearing screenings, as well as finger stick blood tests including but not limited to hemoglobin, lead, glucose, and cholesterol. The school nurse (one per school) follows up with parents and providers on identified medical needs and provides needed health education, chronic disease management and emergency and sick care.

Community violence prevention and intervention through cross-system

collaboration: Data from a Seeding Success Policy Map shows that Shelby County has the highest number of violent crimes reported per 100,000 people in the state of Tennessee. This amounts to an average of 1,753.9 violent crime reports for every 100,000 people. Memphis local data reveals an average of 2,305.3 violent crimes reported per 100,000 people. In comparison to other counties in Tennessee, Shelby county's violent crime rate is about 36% more than the county with the second highest number of violent crimes per 100,000 people. Mandy Hrach from

FOX13 News in Memphis, in November of 2021, doctors at Le Bonheur Children’s Hospital reported they had treated **133 children** with gunshot wounds. According to Shelby County Mayor Lee Harris, Tennessee has the 11th highest rate of gun deaths in the United States, and Memphis has topped the list of cities with unintended death amongst youth.

United States statistics from the CDC in 2020 establish that counties with the highest poverty level had firearm homicide rates 4.5 times as high as counties with the lowest poverty level. Patrick Sharkey and Gerard Torrats-Espinosa share empirical evidence that further indicates that neighborhood crime is a prominent attribute of children’s environment impacting their outcomes. Violent crime was found to destroy functioning communities, leading to lower quality schools, fewer jobs, and a lower quantity and quality of social capital that enabled social and economic mobility (Sharkey and Torrats-Espinosa, 22).

In 2022 SCCSP Partner, Youth Villages launched Memphis Allies as a collaborative initiative bringing together community groups and resources to create safer neighborhoods in Memphis and Shelby County to address these tragic statistics. Founded in Memphis, Youth Villages is a national leader in children’s mental and behavioral health committed to building strong families, delivering effective services and significantly improving outcomes for children, families and young people involved in child welfare and juvenile justice systems across the country. Youth Villages has been recognized by the Harvard Business School and U.S. News & World Report and was identified by The White House as one of the nation’s most promising results-oriented nonprofit organizations.

Memphis Allies (Allies) is a collaboration of law enforcement, the judicial system and existing community safety efforts, such as the City of Memphis’ Group Violence Intervention

Program, the Shelby County Health Department's Cure Violence initiative and the Memphis Crime Commission's new plan. In developing the Allies approach, partners researched successful efforts in other large cities, including Oakland, CA, New York City, Chicago, and Stockton, CA. The strategy includes both violence intervention and prevention. Through SWITCH (Support With Intention To Create Hope), Allies will provide violence intervention: targeted supports for adults and older youth at highest risk of involvement in violence. This approach is informed by research demonstrating that: 1) a small number of individuals typically drive the majority of a city's violence; 2) most of those individuals have common risk factors, such as having been recently shot themselves; and 3) that intervening with services for those individuals can reduce violence.

Memphis Allies Outreach Specialists have deep relationships and credibility in communities and neighborhoods most affected by violence - the first three SWITCH teams are located in the Frayser community. SCCSP partners will leverage Memphis Allies as a resource for referrals for students identified as at highest risk of involvement in violence. Allies will provide intensive services such as connection to a Life Coach who will build a caring, trusting relationship with them; individual or group therapy provided by a clinical specialist; case management that connects participants and their families to specialized services including referrals for needs such as housing, education, or job placement. (Please see section VII. Competitive Preference Priorities for additional details.)

C. Implementation of Four Pillar, Full-Service Community Schools Model

Memphis and Shelby County educators and partners have championed full-service community schools and made significant progress in introducing the model to 21 schools to date

with enthusiasm and commitment to secure further resources. On the path to meeting whole child needs, LEAs MSCS and MMSD have collaborated with partners at the SCCSP selected schools to address prioritized challenges facing students and families, including expanding existing services and adding new services that address the pillars of full service community schools. The SCCSP project design brings together crucial implementation partners harnessing the organizational energy and commitment to fulfill all four full-service community schools pillars and align data, strategy and targeted outcomes for students as follows.

Pillar 1: The proposed SCCSP project implements full-service communities schools specific to Pillar 1, with Seeding Success (S2) serving as systems coordinator for the provision of integrated family supports working with each school’s full-time Pipeline Coordinator Specialist (PCS). PCS within each school will integrate student supports that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers . PCS will coordinate wraparound support to address non-academic barriers such as clothing, food, SEL, school supplies, safety and self-care intervention so students can prioritize learning. Additionally, the PCS at each school will serve as a liaison from the school to families, and community members. CISM aligns school-level resources to support both students and families, ultimately improving student outcomes. Primary components and processes of the CIS model include an annual needs assessment; planning with school leadership; delivery of whole-school (Tier I) and targeted, case-managed (Tier II / Tier III) services; regular monitoring and adjustment of plans; evaluation of effectiveness in achieving school and student goals; and reporting. Table 13 highlights existing student support services and partners that will be leveraged through SCCSP.

Table 13: Pillar 1, Existing Student Support Services

Service	Related Partners
Mental and physical health services	<ul style="list-style-type: none"> - Well Child health screenings - Youth Villages-Mobile Crisis - Lakeside Professional Care Services - Cherokee Health Systems - University of Tennessee, Health Science Center
Wrap-around services for students and families, food and utility assistance; student attendance; academic check-ins	<ul style="list-style-type: none"> - Agape - City Year - United Way
Rent and mortgage assistance	<ul style="list-style-type: none"> - United Housing
Food pantry	<ul style="list-style-type: none"> - Mid-South Food Bank
Emergency financial support- i.e. electric bills, funeral costs	<ul style="list-style-type: none"> - Shelby County Office of Community Services

Pillar 2: Seeding Success will coordinate the integration of early childhood services for the target schools through their experience and membership in First 8 Memphis Partner Collaboration. S2 formed “First 8 Memphis” (F8M), a Non-profit, LLC of Seeding Success, in 2018, as a coordination network for city and county early childhood, Pre-K programs. F8M

supports 80 Pre-K classrooms throughout Shelby County, including schools in MSCS and MMSD. Formally launching in 2019, F8M has successfully:

- Increased Pre-K seats from 7,800 in 2019 to 8,500, and expanded available needs-based seats from classrooms from 1,360 in 2019 to 1,600.
- Accelerated community performance measures for Pre-K achievement, including continuous performance improvement reviews of teaching/ learning practices & family wraparound services.
- Managed the City and County's historic \$14M investment in 2021-22 for an improved Pre-K data infrastructure that increases transparency and accountability through data collection and reporting.

After-school care, before-school care, and recreational activities including arts and culture will be provided through expanded partnerships with the YWCA, Collage Ensemble, and Memphis Music Initiative (MMI).

In and Out-of-school academic tutoring will be provided through an expanded partnership with Literacy Mid-South, a current \$4.7M ESSR funded provider of high dosage tutoring, as part of COVID-19 recovery efforts. Literacy Mid-South provides families in the community with connections to members of their out-of-school partner network as well.

Based on a CISM Quarterly Report, Pipeline Coordinator Specialists (PCS) will coordinate college and career readiness supports with partners providing preparation for post-secondary pathways (i.e., college/career/military) through hands-on support with college entrance exams, FAFSA, internships, and work experience. SCCSP community partners, Junior Achievement, City Year Memphis and Workforce Mid-South, will provide additional workforce

readiness programming such as internships and career mentoring. Table 14 highlights existing expanded and enriched learning time and opportunities.

Table 14: Pillar 2, Existing Expanded and Enriched Learning Time and Opportunities

Service	Related Partners
Before -school care After-school care Recreational programs Free swimming lessons	<ul style="list-style-type: none"> - YMCA - Legacy of Legends CDC
Mentorship, special engagement programs After school, summer and spring break	<ul style="list-style-type: none"> - Young Life - Girls, Inc. - Peer Power
Service learning opportunities, on-site experiences, and preparation for students interested in specific career paths	<ul style="list-style-type: none"> - Lebonheur Health Awareness program - Memphis SOAR - BGCA
Tutoring	<ul style="list-style-type: none"> - City Year
Reading intervention afterschool, summer and school-based	<ul style="list-style-type: none"> - Literacy Mid-South
Career training	<ul style="list-style-type: none"> - Boys and Girls Club - Blacks and Latinos in Technology

	- Code Crew
Access/information for post secondary opportunities including Dual Enrollment, business training, and career access.	- Junior Achievement - Workforce Mid-South

Pillar 3: The SCCSP will leverage the Family Engagement Plan that is required of each selected school, as a Title IA school to meaningfully engage parents and families in decision-making processes. (Table 15) These plans are updated yearly with input from the parents themselves. The activities outlined in the plans provide opportunities for parents and community engagement at school events. The plans outline a variety of engagement strategies ranging from curriculum and assessment workshops for families designed to support student achievement and trainings to enhance parental knowledge toward supporting learning at home. With a significant portion of targeted students coming from economically disadvantaged homes and historically underserved student groups, family engagement activities are tailored to engage these families. Engagement opportunities include, but are not limited to: Open House, Curriculum Night, STEM training, Parent-Teacher conferences, ACT information sessions, understanding student data training, and grade level transitions. All families are invited and encouraged to attend the many events held throughout the year. Following are examples of schools’ current engagement activities. At MBA High, parent and family engagement is built through trusting relationships with school leadership, for example parents and families have

access to the Principal’s cell phone. The Pipeline Coordinator Specialist (PCS) at each school will use data, feedback, and school and community leadership to determine a family engagement goal and appropriate activities. Determined activities will be implemented and evaluated regularly.

Serving as a community school-hub, the SCCSP will implement two-generational Care Coordination support to help qualifying families with school-aged children, and members of the community, in four core areas: education, finance, health/well-being, and social capital (CISM Quarterly Report). As described on page 37, Communities in Schools is a partner in the Driving the Dream (DTD) network which will implement the 2Gen framework using an established client intake and service delivery model, where all DTD programs are aligned and in sync – ensuring 2Gen tactics are applied when working collaboratively on all aspects of case management and service delivery. Additionally, SCCSP partner Workforce Mid-South will co-locate in schools or be positioned in school areas to serve schools and neighborhoods on a regular basis.

S2 and SCCSP partner, Workforce Mid-South, recently established a plan of recommendations to address Memphis’ “disconnection” rate among 16- to 24-year-olds — the highest in the nation. The policy recommendations in the plan were built directly on firsthand accounts from young Memphis residents. The long-term goal is that by 2025 the system’s capacity will increase to reconnect 20,000 16-24 year olds to an education credential, living-wage job, and supportive services through a robust, coordinated, diverse system of re-engagement pathways and programs.

To move this plan to action in its first year, the committee recommended city and county governments develop a joint Office of Opportunity Youth and hire a leader to spearhead this

work. The current system on average reconnects 1,000 Opportunity Youth annually, but to meet this goal, the system will need to triple its capacity and capability. The committee also recommended that the new office pilot four initiatives this first year:

- 1) Form the Opportunity Youth Backbone Consortium
- 2) Implement Innovative Opportunity Youth marketing and outreach
- 3) Launch one Opportunity Youth neighborhood hub
- 4) Develop an Opportunity Youth data sharing strategy

These recommendations and many other local job training, and workforce development needs were included in a recent S2 supported EDA Good Jobs grant, which was successfully awarded \$22M. The SCCSP, adults seeking employment or training, and disconnected youth in the region will now have access to \$22M in new federal career and workforce preparedness resources for rapid job training for in-demand jobs.

Table 15: Pillar 3, Existing Active Family and Community Engagement

<i>Collaborative process</i>	
Service	Related Partners
Parent advisory committees	<ul style="list-style-type: none"> - Parent and community volunteers - In-school resources
Parent and family test preparations; reading and math intervention engagement events; and parent nights.	<ul style="list-style-type: none"> - In-school resources
Bully prevention	<ul style="list-style-type: none"> - In-school resources

	- National Bullying Prevention Awareness
ACE Training for Teacher and Parents Social emotional services	- Legacy of Legends
<i>Community Hub</i>	
Service	Related Partners
Community programs and recreational sports, arts, etc.	- Millington Arts and Recreation - Naval Air Support
Family resource center	- In-school resources
<i>Adult Educational and Employment Opportunities</i>	
Service	Related Partners
Career development resources	- Millington Chamber of Commerce - Leadership Millington - Workforce Mid-South
Home ownership resources	- Frayer Community Development Center
Parent training for Entrepreneurship and Business Development	- Frayser Direct

Pillar 4: During the project planning, S2 informed and encouraged the formation of school leadership teams tasked with adopting the full-service community schools model. As mentioned, each SCCSP school has the Title I A designation, is receiving funding, and has successfully implemented school-wide family engagement plans that outline the various annual engagement strategies. The school leaders also known as School Support Team collaborate on the Family Engagement Plans and will serve as the FSCS School-Based Leadership Teams.

Each SCCSP School Support Team will be a collective of team members with diverse backgrounds and experiences that will build on the task of making resources accessible to all students. The School Support Teams will include the following members:

- SCCSP Consortium POC (Principal, or designated representative)
- Pipeline Coordinator Specialists (PCS)
- Parent Representative from Parent Advisory Committee
- Parent Representative from Parent Teacher Organization (if applicable)
- Youth/Student Representatives from Student Councils or youth-led organizations (if applicable).
- Pipeline Service Provider Staff

Parents and Youth Representatives with lived experience hold a deep, first-hand understanding of both the challenges of local systems and what works best to improve outcomes for the communities and the whole network. Therefore, they play an important role in leadership and add valuable insights during the decision-making processes. Having parent and youth voices will also strengthen the work's integrity, accountability, and equity.

Since the School Student Support teams will provide oversight over community engagement, goal-setting, strategic use of data, and coordination of activities, among others; the

members will be wholly dedicated to working on behalf of the mission and core values of the network itself, rather than on behalf of a single partner within the collectives. Each full-time school staff's core jobs and annual performance indicators will be linked to the success of the FSCS model. The team as a whole will possess knowledge and technical skills in equity, change management, project management, and people management. They will also demonstrate a sufficient level of core competencies such as leadership, facilitation, communication, critical thinking, and collaboration.

To formalize their roles in the Student Support team, each team member will review and sign off the Memorandum of Understanding and other required documents to indicate their understanding of roles and tasks throughout the work. In the first month of the work, they will also agree on a set of norms for working together, preferred collaboration styles, democratic distribution of decision-making, and mechanisms to handle conflicts among team members.

In addition, the team will build out a high-level plan including expected results in each step of the plan, which will be shared with the whole network for input and updated to the network quarterly. The team will also meet monthly to update the results of their action commitments, and learnings, as well as discuss the actions for the next month, quarter and year. All of these actions and their statuses will be consolidated in a public folder accessible by members of the network.

Seeding Success will act as a systems coordinator to ensure the schools, families, and students participating in the Shelby County Community Schools Partnership (SCCSP) have access to the resources and necessary training (e.g., Myers-Briggs Personalities Tests, Results-Based Facilitation, or Continuous Improvement Training) they need to meet the program outcomes and resource needs.

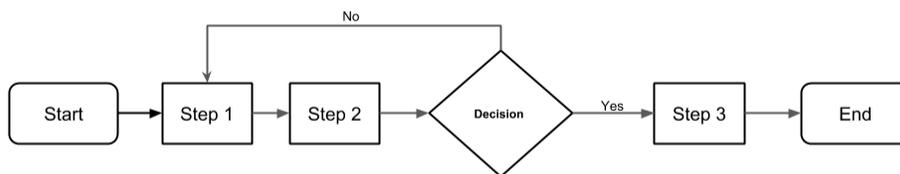
D. Plans for Annual Evaluation

Project Level: Seeding Success (S2) will provide a Continuous Improvement (CI) specialist to coach the Partners and Pipeline Coordinator Specialist (PCS), as needed in data interpretation, monitoring, and process documentation. The CI specialist will be responsible for providing monthly and quarterly data dashboards that inform the Schools Partners and CISM of the results of the interventions and the network’s goals. The CI specialist will help schools in conducting student surveys and focus groups to ensure students’ equitable access.

All SCCSP partners will use the Plan, Do, Study, Act (PDSA) continuous improvement framework to carry out efforts and evaluate the Theory of Change. SCCSP Consortium members and service partners will commit to documenting each intervention’s progress and results in detail in the monthly mPDSA templates within 10 days from the last date of each intervention. School staff will collaborate with the S2 CI Specialist to document the Process Map (Figure 6) for each successful intervention. These documents will serve the evaluation and sustainability goals of each LEA outlined in their school annual plans.



Figure 6: Process Map



School Level: School Partners will commit to staff participation, selecting improvement projects, sharing data, and providing technical assistance to design and run the capability-building improvement effort associated with the projects. They will work with S2 staff

to coordinate and monitor efforts. Each school's Pipeline Coordinator Specialist (PCS) will evaluate the effectiveness at achieving school and student individualized goals. The PCS will implement the CISM systematic data collection plan to evaluate the effectiveness of services in achieving school-wide goals and individualized student goals. Quarterly reports will be provided to school and affiliate leadership to guide planning site services for future programming. The PCS will also contribute to affiliate level reports for the local and national CIS office.

School partners will commit to survey students who will or have received the interventions at least two times per year. The number of surveyed students should be large enough to draw meaningful statistical results. These insights are critical to ensure that the intervention programs are equitable and tailored to students' specific needs.

School partners will identify at least 1-2 school staff members whom the S2 CI Specialist will train in data use and continuous improvement practices in addition to the Pipeline Coordinator Specialist (PCS). Long term, school staff members will own the data analysis, continuous improvement, documentation, and facilitation of the improvement project, with continued coaching from the S2 CI Specialist, and serve as the Data/Continuous Improvement champion/s for the schools. The Consortium will work with the S2 CI Specialist to establish the time frame to transition the work to the Data/Continuous Improvement champion/s. During this transition period, the data/Continuous Improvement champions will commit to meeting at least once every 2 months with the S2 CI Specialist.

III. QUALITY OF PROJECT SERVICES

A. Pipeline of Services

Identified needs, extensive feedback and SCCSP Leadership Team partners collaborated to determine the most effective use of resources to meet required FSCS services and criteria. SCCSP will align and strengthen the existing programs, services and systems that promote the development and academic enrichment needs of SCCSP students and their families while integrating new pipeline services for the aforementioned development and enrichment. SCCSP will establish two new pipeline services that will align strategically with three existing pipeline services within the selected schools. Table 16 indicates SCCSP the two new pipeline services that will be added at each participating school; Table 17 indicates the three existing pipeline services that will be enhanced.

Table 16: SCCSP Proposed New Pipeline Services

New Pipeline Services (2)	
<i>Pipeline Element</i>	<i>Activities</i>
Supporting Integrated Family Services	<p>School level implementation partner, Communities in Schools of Memphis, will hire, train and place the 5 new Full-Time Pipeline Coordinator Specialists (PCS) who will be charged with:</p> <ul style="list-style-type: none"> → implementing Family Engagement Plans at each school → providing multi-tiered system of supports (MTSS) → providing positive behavioral interventions and supports
High-quality early childhood services	Porter-Leath will provide early childhood services such as home visiting and quality childcare; First 8 Memphis will provide

	pre-K services for SCCSP communities
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Pipeline Service 1: Supporting Integrated Family Services

SCCSP will continue to cultivate and develop dynamic engagement among schools, students, families and community members. Each school provides or will provide various opportunities for family and community engagement that promotes stronger relationships, access to resources, and opportunities for leadership development. The work within this pipeline focuses on:

- Strengthening relationships between Community, Families and Schools: SCCSP will align a range of evidence-based programs and resources for effective family and community engagement. Each school's Pipeline Coordinator Specialists (PCS) will work with parents to lead parent outreach efforts, provide resources on parenting strategies and methods, and establish connections to community-based, district-led, and public services available to support the unique needs of families. Examples include *Memphis Lift*, a nonprofit organization focused on educating parents and guardians about high-quality education for their children; Powerschool For Parents is an online platform provided by MSCS to help parents stay engaged with their student’s performance in school; and *The Self-Empowerment for Resilient Families (SERF)* program - designed to help Shelby County residents progress towards living their best lives and achieving their goals.
- Providing Resources to Help Families Succeed: The Pipeline Coordinator Specialist (PCS) will continue to recruit new and align existing programs and supports that enable families to meet common needs, such as safe and affordable housing, transportation, and

healthcare access. The PCS will work collaboratively with *United Way of the Midsouth* through its' *Driving the Dream* initiative to connect students, families and community members to resources. *Agape Child & Family* services will serve both parents and children with holistic wrap-around services. Agape offers a wide range of 2-Gen services including community-based, school-based, homelessness, counseling, workforce readiness, and adoption/foster care. In addition to fulfilling the role of Pipeline Coordinator Specialist (PCS) at each school, CISM will also strengthen each community by addressing non-academic barriers for a group of students at each school. CISM staff will case manage a percentage of students and refer families to the various SCCSP networks (i.e. ESC, DTD, Workforce Mid-South, etc) to address identified needs, such as two-generational, postsecondary and workforce readiness activities, health, mental health, housing, transportation, and other services offered in tangent to support increased family employment and income.

Pipeline Service 2: Supporting Early Education Services

SCCSP will strengthen existing services at elementary schools with an anchor partner for Early Childhood solutions, First 8 Memphis, a nonprofit, LLC formed by S2 in 2018 and designed to integrate best-practice interventions that support at-risk children from birth through age eight. Families are supported through two generational comprehensive services that help improve family stability and provide access to resources. First 8 Memphis' approach enhances quality and increases efficiency in early childhood systems. Focusing specifically on investment in quality early childhood development, First 8 Memphis has created a system from both new and existing programs of home visitation, child care, Pre-K, and K-3rd programs that will propel children toward optimal development, school readiness, and academic achievement; on-going

family supports will improve family stability and access to resources. Key components of the Early Childhood Strategy include: Home visitation, High Quality Childcare, Shared Services Pre-Kindergarten, Family Supports and Shared data infrastructure, common performance measures and outcomes, professional development, and accountability.

Over the past several years, child advocates and child-serving organizations in Tennessee have taken steps to address the needs of families and children, ages 0-3 (e.g. Adverse Childhood Experiences Foundation, Project Launch, the Association of Infant Mental Health in Tennessee, etc.). Providers are increasingly aware of the importance of early childhood comprehensive supports and are working to improve practices and outcomes for communities. Shelby County has served as a model of collaborative action for cities and counties across the state. Seeding Success has secured \$52M in public and private investments for early childhood development and education programs. This has increased public will and momentum to continue the expansion of evidence-based programs.. The stage is set for systems-change, but additional support is needed to scale and increase access to programs in underserved communities. Deep collaboration with national programs like Full-service Community Schools and local funders s will accelerate efforts to serve the most vulnerable children and families at scale. There is a recognized need for increased access to programs and meaningful collaboration to meet the demand for early childhood services in the SCCSP communities.

SCCSP Early Childhood Services will accomplish the following:

- Serve 25 families annually in the SCCSP area through the evidence-based Parents As Teachers program.
- Provide SCCSP families access to high-quality childcare options.

- Identify essential milestones/benchmarks along the Prenatal to age three (PN-3) continuum, and develop/implement strategies to improve the number of children reaching milestones on time.
- Enhance awareness and use of evidence-based practices among providers and other supports.
- Enhance awareness and use of continuous improvement practices across the system such as continuous quality data collection and data-informed decision-making.
- Enhance current training and professional development opportunities to improve the capability and capacity of the PN-3 service providers.
- Strengthen formalized data sharing agreements between Porter-Leath, Seeding Success, and Early Success Coalition’s home visitation providers to ensure warm handoffs between PN-3 providers, childcare, and pre-school providers leading into Northaven Elementary and Millington Primary.
- Improve external messaging of early childhood efforts to increase community engagement, trust, and buy-in, and enrollment in existing high-quality programs

Table 17: SCCSP Expanded Pipeline Services

Existing Pipeline Services to be Expanded (3)	
<i>Pipeline Element</i>	<i>Activities</i>
(b) High-quality school and out-of-	→ Additional tutoring during and after school for smaller groups

<p>school-time programs and strategies.</p>	
<p>(f) Community-based support for students transitioning from school to postsecondary education and the workforce.</p>	<p>→ <u>Skills training and work opportunities</u>- Workforce Mid-South is a local workforce board and coalition partnering with American Jobs Centers, Career Leap Youth, and Career LAUNCH Young Adult program. Recently the EDA has selected a Workforce Mid-South led collaborative for a \$21.5 million investment to create rapid credentialing opportunities in TN, MS and AR. As a coalition member, S2, will connect these new federal resources to the students and families in the SCCSP.</p>
<p>(g) Social, health, nutrition, and mental health services</p>	<p>→ Mental health counseling and resources</p>

Pipeline Service 3: Supporting High-quality School and Out-of-School-Time Services

SCCSP will align and strengthen programs, services and systems focused on improving system-level outcomes for students. Youth in low-income and under-resourced communities lack the resources to access programs that can help them develop holistically. Pipeline service 3 strategy for high-quality school and out-of-school programs will expand students' access to

services from community-based partnerships that range from tutoring, physical fitness, arts and culture, leadership development and community service, aligned in two areas:

- **Specialty programs:** Specialty programs focus on providing a specific set of experiences or developing a specific set of skills and are the type of program that youth from middle- and upper-income families commonly access for a fee. They tend to be taught by someone with content expertise, vary in duration (e.g., one week, four to eight weeks, or for the full year), and do not meet as frequently during the school year as multipurpose programs do. SCCSP partners with the following organizations to provide specialty programs: 1) Junior Achievement's mission is to inspire and prepare young people to succeed. Junior Achievement's proven lessons in financial literacy, work and career readiness, and entrepreneurship are shown to positively impact the lives of young people. 2) Memphis Athletic Ministries (MAM) coach, grow, and lead the youth of Memphis by helping them discover their identity in Christ and their purpose in the community. MAM offers basketball, flag football, soccer, and volleyball for youth to compete in fun, safe, and exciting sports leagues with partners such as New Ballet Ensemble and Code Crew, and potentially Memphis Music Initiative.
- **Multipurpose programs:** In a comprehensive piece on organized activities, Vandell and colleagues (2015) define these typical after-school programs using four standards: “. . . (a) [programs] meet on a regular basis throughout the school year; (b) are supervised by adults; (c) offer more than one type of activity (e.g., homework help, recreation, arts and crafts); and (d) are structured around group-based activities.” (15 Deborah L. Vandell, Reed W. Larson, Joseph L. Mahoney, and Tyler W. Watts, “Children’s Organized

Activities,” Handbook of Child Psychology and Developmental Science, Vol. 4, No. 8, 2015, pp. 1–40 (quotation on p. 2).) Multipurpose programs are typically offered four or five days a week after school for approximately three hours each day. Based on the content of this type of program, we would expect that participation would directly result in increased safety and supervision for youth, homework completion, opportunity through enrichment, and health and wellness through snacks and meals (if healthy) and physical activity. SCCSP partners with the YMCA and other organizations to provide multipurpose programs. The YMCA of Memphis and the Mid-South ensures that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive. The Y invests in youth by cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement.

Pipeline Service 4: Supporting Transition to Post-secondary Education and the Workforce

SCCSP will expand bridge programs to prepare high school students and their families for transitions into postsecondary education and career environments. This strategy will include various supports for students during each year of their high school career (starting with Freshman Success) that includes: 1) Campus Visits: Each of the first two years, students will visit a local campus to learn about their academic opportunities, meet faculty, staff and current students, and begin to experience postsecondary environments. This will culminate in a regional tour of college campuses at the beginning of each student’s junior year. 2) College & Career Centers: Each high school will utilize their college and career center to coordinate college tours and visits, FAFSA completion, scholarship applications, college applications and essays, resume writing, youth apprenticeships, internships, and job applications.

Pipeline Service 5: Supporting Mental, Physical and Social Health

SCCSP will improve alignment and coordination with existing and new mental, physical, and social health resources available within schools and the neighborhoods they serve through a collective impact framework. We will also actively recruit new partners and programs to address unmet needs and any gaps in service. This pipeline was selected as a key driver for improving student academic outcomes. According to Leandres C. Liburd, looking beyond the classroom and connecting in-school nurses/health providers, community organizations, and public/private partnerships is shown to reduce inequalities in access to health services, health outcomes, and academic achievement. As we pivot from the impact of COVID-19 and two years of online instruction to a traditional school day, families in Memphis are still grappling with the additional trauma and lack of access to resources. Improving access to high quality health services is vital to improving outcomes for students and families. SCCSP will expand this pipeline of supports through the following:

- Integrated Health Services for a Coordinated System of Care: School level implementation partner, Communities in Schools of Memphis (CISM) will support coordination of a network of health service providers inclusive of health centers, hospitals, clinics, and community-based organizations across the Hub schools in partnership with each Pipeline Coordination Specialist (PCS). This will create a system of care for the identification of health needs through regular screenings, coordination of services for effective and efficient service delivery, and equitable distribution of resources, services, and funding for students and families health and well-being.
- Coordinated Health Screening to Assess Need: Each PCS with the school support team will develop an ongoing cadence of on-site health related screening with off-site referrals

including dental (Shelby County Health Department), vision (Southern College of Optometry Mobile Van), mental health/social emotional/ACEs (Legacy of Legends), and physical health (UTHSC & LeBonheur). This allows for greater capacity and efficiency with finite resources, particularly for specialized care.

- **Connecting Families to Health Resources:** The student support team for each school will create a process to quickly and efficiently connect students and families to the appropriate or relevant health or social services through the PCS and Driving the Dream network of providers. This is inclusive of connecting families to public services and goods for unmet needs including access to health insurance and/or medication and additional dental and medical care. Mental and Social Health will be assessed by school nurses and psychologists who will provide immediate and acute mental and physical health support. They will also provide referrals for cases outside of their scope to trusted and effective providers within the network. When appropriate and available, telehealth services will be provided for acceptable youth candidates and their families on and off campus.

B. Accountability and Co-Creation

Community enthusiasm and collaborative partnerships have fueled both demand and support for additional and expanded Memphis-Shelby County MSA full-service community schools. The Project Leadership Team analyzed lessons learned from national and local programming, identified community needs with feedback from parents, educators, students and community partners, and collaboratively developed the proposed SCCSP project design to efficiently support the expansion of full-service community schools into three MSCS schools, and to mirror this approach in three MMSD schools.

The SCCSP Leadership Team has developed metrics and used baseline data that focus on meeting full-service community school outcomes for the MSA's most underserved, under-resourced students, families and community members. Each pipeline intervention was selected with diverse representation of voices and evidenced-based research. The cumulative project is the result of inclusive planning processes and incorporates standardized metric tracking with annual independent evaluation to monitor progress as part of the project's accountability and reporting system.

Beyond the design phase, accountability, diversity, and collective voices will continue to be embedded into the operation of the SCCSP's network through the structure of SCCSP's Student Support team, the Community School Consortium, and various Continuous Improvement tools used by the network. As mentioned previously, the Student Support team provides oversight and manages the day-to-day operational activities. Each school's Student Support team has representatives from the school, youth, parents, and providers. In particular, the SCCSP strives to engage youth and parents as two of the decision-makers in the Student Support team. This structure goes beyond the traditional mechanism of youth and parents as pure participants, instead they are full partners with equal decision-making rights.

Equally important, the network will establish a Community School Consortium, a non-governing advisory committee made up of diverse stakeholders and residents serving North Memphis, Frayser and Millington to inform how the work is executed and supported on an ongoing basis. Representative members in this Consortium will include school-based and district staff, students, parents, local elected leaders, governmental agencies, nonprofit community leaders, businesses, faith-based entities, and higher education. All representatives serving on the

Consortium will have the willingness and time to attend required training sessions, participate in monthly progress meetings, and quarterly network convenings to inform and guide the execution of the project. The Consortium will play a key role in providing a feedback loop that helps the Student Support teams maintain inclusion and equity in their daily operations.

Lastly, as a system administrator, S2 will provide Continuous Improvement training sessions that help network members collaborate effectively considering the network includes various community partners from diverse backgrounds. One of those training sessions includes the Myers-Briggs Personality Tests, which can help raise members' awareness of different communication styles and thought processes and support inclusion in meeting spaces. Another Continuous Improvement tool S2 is well-trained in is data analysis and visualization. The Continuous Improvement Specialist from S2 will be tasked with publishing the network's results and statuses of action commitments at least quarterly. These dashboards help all network members view the progress and members' contribution transparently, ensuring that youth or parents' voices are taken into consideration. As a data analyst for the whole network, S2 Continuous Improvement Specialist also provides the network with focus groups and analyses on students' and parents' insights, helping the network sustain its collective efforts.

C. Diverse Perspectives in Planning, Implementation and Evaluation

As described in **Section I. Need for Project** of this proposal, the SCCSP selected schools all have Title IA designation, suffer from severe poverty, and have an overriding and critical need for coordinated full-service community schools services and programs. The Project Leadership Team and proposed Consortium members represent a broad range of perspectives, data, and community voices within North Memphis-Shelby County.

Specifically, needs and requested services were voiced and collected from students, young adults, families, educators and staff, beneficiaries of services, school leadership, and community leadership resulting in three universal needs: 1) integrated student supports to address family stability, health, mental health, and other out-of-school factors; 2) increased access to pre-k and other early learning opportunities; and 3) access to after- and out-of-school supports, and college and career readiness preparation to improve critical academic milestones and reduce in and out-of-school violence.

Identified contributed to the intentional design of corresponding project goals, objectives, and outcomes as described in **Section II. Quality of Project Design** of this proposal. Specific examples of incorporating diverse voices include:

Youth Involvement

- At MBA High School, the football team recently discussed various solutions to in-school and out-of-school with Memphis' WREG News Channel Three and suggested the creation of community centers, after school programs, and more activities for youth. Their voices have been collected in the project's needs assessment, as we collaborate to keep students and communities safe.
- At Westside school, Communities in Schools has determined the school-wide goal is to increase school climate and thus implemented an Engagement Survey to gauge overall school climate; the results gathered from incoming sixth graders further influenced the Improvement Plan and behavior initiatives.

Voices of Beneficiaries Amplified through Parent Involvement Opportunities

All six proposed SCCSP schools have the Title IA designation, and each Title I school strives to build and maintain positive, collaborative partnerships with parents through Family Engagement Plans. Each plan has specific methods of engagement and communication with parents, families, and community members. Plans are updated annually with input from the parents. The activities outlined in the plan provide opportunities for parents and community engagement at school events. The districts and schools employ a variety of engagement strategies ranging from curriculum and assessment workshops for families designed to support student achievement and trainings to enhance parental knowledge toward supporting learning at home. Engagement opportunities include, but are not limited to: Open House, Curriculum Night, STEM training, Parent-Teacher conferences, ACT information sessions, understanding student data training, and grade level transitions. Families are invited and encouraged to attend the many events held throughout the year, which are highlighted in Table 18.

Table 18: Family Feedback Strategies

LEA or School	Family Feedback Strategy
Memphis-Shelby County Schools (MSCS)	<ul style="list-style-type: none"> ● District Parent Involvement Committee, which consists of parents from each Title I school. This committee annually revises the District Parent Involvement Policy. (Shelby County Board of Education)
Millington Primary School	<ul style="list-style-type: none"> ● Parent Advisory Committee - fall/ spring ● Parent Teacher Organization (PTO) - monthly ● Open House

	<ul style="list-style-type: none"> ● Parent-Teacher Conferences ● Parent Chats ● Curriculum Night & Activities ● Text, emails, flyers - ● Weekly communication folders ● Student Planners ● Updates on the school website ● Current grades in Skyward ● Parent-Teacher Conferences in the fall and in the spring ● Weekly and Monthly Newsletters
<p>Millington Intermediate School</p>	<ul style="list-style-type: none"> ● Parent Advisory Committee - fall/ spring ● Parent Teacher Organization (PTO) - monthly ● Open House ● Parent-Teacher Conferences ● Orientation ● Curriculum Nights ● Text, emails, flyers
<p>Millington Central Middle High School</p>	<ul style="list-style-type: none"> ● Open house ● Transition meeting for incoming 7th grade parents ● Parent-Teacher Conferences

	<ul style="list-style-type: none"> ● Text, emails, social media communications ● ACT Parent Night ● Parent Advisory Meetings
Northaven	<ul style="list-style-type: none"> ● Principal conversations ● Phone calls, emails, social media ● Monthly parent meetings ● Parent-Teacher Conferences ● Curriculum Nights ● Title I Parent Meeting ● Open House ● Arrival and Dismissal Lines
Westside	<ul style="list-style-type: none"> ● Open house ● Principal office hours ● Network curbside chats ● Teacher letters and calls ● Parent academic nights ● Parent Engagement meetings
Memphis Business Academy High School	<ul style="list-style-type: none"> ● Parent academic nights ● Frayser Parent-Teacher-Student Association

	<ul style="list-style-type: none">● Parent-Teacher Conferences
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Diverse Stakeholder Involvement

In order to actively and consistently involve all planning team members and stakeholders in the development, implementation, and revision of the district plans, meetings are scheduled with the various stakeholder groups representing each of the proposed schools. These groups include parents, teachers, facilitators, and school administrators. During these meetings, each stakeholder group reviews district data, identifies strengths and areas of needs, and then determines goals and actions that can be taken by the district to strengthen each area of focus. Each stakeholder group provides feedback prior to and during the development of the districts’ plans. Throughout the year, data is continually reviewed and evaluated by stakeholder groups to gauge the effectiveness of the action steps that have been implemented. If it is determined that revisions are needed, such changes are made using the feedback from the stakeholder groups.

Project partners prioritize hiring people with lived experiences and/or who have a connection to/live in their areas or who are parents/former parents so that we can have insight into the community needs. Through a combination of community connections, student and parent engagement, and local business connections schools have made key decisions including the direction of the proposed SCCSP project.

SCCSP will also engage internally, back through the Leadership Team and specific school leaders to meet identified needs with existing resources such as school nurses, social workers, and classroom teachers.

IV. ADEQUACY OF RESOURCES

A. Full-Time Pipeline Coordinators - Communities in Schools

The SCCSP project is designed around the successful and evidenced-based model of full-service community schools by Communities in Schools (CIS), renowned for bringing community resources into schools, thus mitigating and eliminating non-academic barriers to student achievement. As school level coordination partner, Communities in Schools of Memphis (CISM), will be contracted to recruit (5 new), train, and engage (1 existing) for a total of 6 full-time Pipeline Coordinator Specialists (PCS). The PCS is charged with establishing and implementing a process within a school to effectively deliver or broker integrated student supports. The PCS are full-time positions and are tasked with responsibilities for overall planning, managing and implementing the SCCSP model including the following.

Plan:

- Lead the school's annual needs assessment process. This process will be based on multiple data sources including data collected by schools as part of overall school improvement initiatives; surveys and discussions with staff, parents and students; and evaluation results from the previous year.
- Developing and implementing a school support plan based on the needs assessment. The plan will include measurable objectives, as well as procedures for delivering school-wide services, targeted and sustained services, monitoring and adjusting services, and evaluating and reporting effectiveness.
- Developing case managed student needs assessments and implementing support plans that build on student assets and address non-academic barriers.

Integrate: The PCS will build, lead and/or integrate into an existing support team, “FSCS Leadership Team,” that will work closely with school administrators, staff and teachers in the implementation of the Communities In Schools model, in conjunction with broader school improvement plans already underway. This process will include the building and nurturing of school staff relations, relationships with school and community partners, and the engagement of volunteers for the delivery of services.

Coordinate: The PCS will coordinate widely-accessible, school-wide services to help address identified needs or to build and reinforce student assets. Additionally, targeted and sustained services will be coordinated and provided at the school site for a caseload of students who are identified as having the greatest risk of eventually dropping out of school. This includes ongoing case management and direct support for students, including goal setting and individual/group sessions and some opportunities for individual, intensive support services.

Facilitate: The PCS will build relationships with students and parents, and obtain consent from parents to provide program support. Additionally, the PCS has responsibilities to monitor, evaluate, adjust, and report progress on school-wide and one-on-one case management goals.

B. Lead Applicant, Capacity

Seeding Success (S2) of Memphis, a member of the StriveTogether Cradle to Career Network, is the Lead Applicant and community backbone agency supporting the community-wide expansion of community schools, and the alignment of partners and resources with schools to achieve identified goals. S2 has ample and relevant experience in Memphis schools, notably they are included in Memphis-Shelby County School’s “Destination 2025” 10-year strategic plan as a formal strategy to positively impact students’ outcomes. S2 has a long-standing data sharing agreement with both proposed LEAs enabling S2 to engage in regular

data sharing with community partners to facilitate shared goal-setting and to provide approved organizations with real-time information on the students they serve.

S2 began in 2013 as seven Collaborative Action Networks (CANs) in which organizations came together monthly to monitor progress through the use of results-based accountability and data and to learn from District representatives how partners could improve and better align efforts. As a collective impact backbone infrastructure, S2 uses four key strategies to support the greater Shelby County education sector in improving cradle-to-career outcomes: (a) supporting access to data and the effective use of a data informed continuous improvement process, enabled by a shared data infrastructure; (b) improving the effectiveness of community-based and youth-serving organizations; (c) improving capacity for results-based community-school partnerships; and (d) influencing leadership to build formal and informal accountability for outcomes. Through its working groups, S2 has played and will continue to play a role in convening participating organizations that are committed to the vision of community schools to align data, strategy and targeted outcomes for students.

Specific recent and successful collaborative initiatives S2 has been involved in are Together for Students (A national initiative to align StriveTogether partnerships, Communities in Schools, and the Coalition for Community Schools into a unified approach), Networks for School Improvement (Gates Foundation funded effort to improve outcomes in middle and high schools), Driving the Dream (DTD), First 8 Memphis (F8M), Workforce Mid-South, and More for Memphis (a multi-million dollar countywide strategic planning effort to improve economic and social mobility).

C. Partnerships

School Partners

Shelby County Community Schools Partnership

As indicated in the School Selection section (**See Section A. I. p.5**), the SCCSP project is unique in its inclusion of three types of public schools: city, charter, and municipal schools within two LEAs. Partner schools and charter operators are equipped to leverage their extensive experiences, committed community partnerships, and eager and involved families to achieve the project's proposed full-service community school outcomes.

As an example, charter operator Memphis Business Academy (MBA) has rehabilitated and infused over \$20 million into the revitalization of the Frayser community. Notably, MBA converted a former, blighted K-Mart facility into the MBA Middle and High School among other ambitious projects. MBA students benefit from activities such as business-related field trips, projects involving student entrepreneurship, and Friday business assemblies where they have opportunities to interact with local business leaders, parents, and generous school sponsors. The goal of MBA is to provide all enrolled students with a strong foundation so they are equipped to confidently handle the demands of a challenging high school program, college, and beyond.

As another example of a strong existing partnership, at Northaven Elementary, the Principal is a member of Northaven Community Government Partnership, a reliable and consistent communication strategy to share and gain community information and needs. Included in the partnership are bi-weekly and as needed meetings between the Northaven Sheriff representative and Northaven Elementary school Principal to discuss community strategies such as how to stabilize school attendance by addressing safety and code violations.

School Level Coordination Partner, Community in Schools of Memphis (CISM)

For more than 25 years, Communities In Schools (CIS) has been a part of the Community Schools movement, which advances the philosophy that schools should exist as both physical centers of learning and networks of partnerships forged with the common goal of providing

students and families with the full spectrum of supportive resources needed for physical and mental health, safe living conditions, academic success and thriving communities. CIS served as a leading partner in establishing the National Guidelines for Integrated Student Supports (released 2022). CIS is a member of Coalition for Community Schools (CCS). CIS also serves as a supporting champion for the National Partnership for Student Success (NPSS), a call by the Biden-Harris administration office for additional integrated support in schools and communities. CISM is an affiliate of the National Communities in Schools (CIS) and this partnership further strengthens innovative strategies and data available to the SCCSP project. Additionally, CISM agrees to the following:

- a) **Development of Services.** CISM will appoint a Pipeline Coordinator Specialist (PCS), serving at each school, who is responsible for coordinating the pipeline of services, providing Tier I and Tier II/III supports - including case management, tracking activity within the neighborhood community of the School Partners, assisting with the development of programs and the coordination of family engagement events at each School Partner.
- b) **Meeting and Network Convening.** CISM Representatives and PCS will commit to meet at least once per month with a S2 CI Specialist and School Partners to discuss current interventions and make adjustments to plans when/where applicable. Additionally, CISM will commit to convening quarterly with the Consortium to engage in shared learning.
- c) **Participation in Training and Professional Development.** The Pipeline Coordinator Specialists (PCS) for each school will participate in training, coaching, and professional development opportunities on business days associated with this capability-building effort.

In addition, Table 19 highlights the commitments and resources partners will bring to the SCCSP program.

Table 19 : Partner Commitments

Partner	Commitment of Resources
Partner	Roles Commitment of Resources
Seeding Success	Lead applicant and backbone organization, commitment to staffing the implementation of FSCS model, collecting and analyzing data, meeting goals/objectives as described, and providing financial match.
<ul style="list-style-type: none"> ● Memphis Business Academy High School - Memphis Business Academy ● Westside School - Frayser Community Schools ● Northaven ● Millington Primary ● Millington Intermediate ● Millington Middle High 	<p>All 6 partner schools commit to implementing the FSCS model, adding and expanding pipeline services, operating the school leadership team, sharing data, and reporting to meet the goals/objectives described.</p> <p>MBA High School and Millington Municipal School District commit financial matches.</p>
Communities in Schools of Memphis	School level coordination partner - integrated student supports; recruitment, training, placement, and professional development of

	Pipeline Service Coordinators; Consortium representative; and financial match.
University of Memphis, Center for Research in Educational Policy (CREP)	Evaluation and Consortium representative.
Junior Achievement	Pipeline services - college and career programming, workforce development; Consortium representative; and financial match.
Porter-Leath	Pipeline services - early learning and care; Consortium representative; and financial match.
Legacy of Legends Community Development Corporation	Pipeline services - mental health/social emotional/ACEs services, after-school / summer programs, gun violence reduction.
Code Crew	Pipeline services - speciality out-of-school time programs, career services, and financial match.
YWCA of Memphis and the Mid-South	Pipeline services - before and after-school care, multi purpose / summer programs.

City Year Memphis	Pipeline services - workforce readiness programming; and financial match.
Methodist LeBonheur Healthcare	Pipeline services - physical health; service learning opportunities; provision of school nurses at 5 schools as the financial match.
Literacy Mid-south	Pipeline services - tutoring, multi-purpose programming and financial match.
Memphis Lift	Pipeline services - family engagement programming and financial match.
Girls, Inc.	Pipeline services - mentorship, special engagement programs after school, summer and spring break, specialty and multi-purpose programming
Cherokee Health	Pipeline services - physical health services and financial match.
Memphis Athletic Ministries	Pipeline services -extracurricular out-of-school activities and financial match.
New Ballet Ensemble & School	Pipeline services -extracurricular out-of-school activities and financial match.

Greater Memphis Chamber	Financial match in work based learning and internship placements.
Workforce Mid-South	Pipeline services - workforce training and development and financial match.
Ascent Health, Inc.	Pipeline services - physical health services and financial match.
First 8 Memphis	Pipeline services - early learning and care; and financial match.
United Way of the Mid-South	Pipeline services - holistic wrap around services; and financial match.

D. Key Leadership, Professional Development and School Resources

Professional Development for Full-Time Coordinator - Pipeline Coordinator Specialist (PCS)

School implementation partner, Communities in Schools of Memphis will provide the professional development plans and follow up for all six Pipeline Coordinator Specialists (PCS), serving in the project as the PCS. The PCS are high quality positions and experts in training, team building and community supports. PCS professional development plans currently include:

- two full weeks of summer training designed to support the CISM Model. Topics include: needs assessment, planning, integrated student supports, monitoring and adjusting; evaluation; developmental relationships, parent and family engagement; care coordination, and more.
- 18 weeks onboarding experience for new hires and those who desire additional support.

- Targeted professional development once a week for three hours (every Wednesday from 9:00 - noon for the duration of the academic year) at CISM headquarters.
- Ongoing one-on-one with a manager once a week for at least one hour
- Social, emotional, and learning competencies (SEL) training and growth practices
- Learning and development from cadre groups (SEL, elementary, middle, high)

Joint Utilization and Management of Facilities

Schools will make facilities available for the SCCSP consortium for community use as needed. The Consortium will meet on a rotating basis at each participating school. The target schools will have a designated space for the PCS, adhering to suggested guidelines developed by CISM.

E. Sustainability of Coordinator and Collaboration

The proposed SCCSP project and pipeline services combine existing resources, evidence-based methods, decades of collected experience, and realistic needs with integrated plans to shepherd positive outcomes. The project’s self-sustaining design, invested community partners, and universal goals suggest strong potential of pipeline and full-community schools continuation beyond the five year funding duration.

Additionally, Seeding Success (S2) will be leveraging an \$18M grant from the State of Tennessee to expand access to the integrated family supports and evidence-based intervention models represented in the *Driving the Dream* network and \$22M in newly awarded EDA Good Jobs Grant to provide access to job and skills training through Workforce Mid-South. SCCSP will also benefit from an expanded existing partnership between Seeding Success and Enterprise Community Partners (ECP) to continue conducting a deep level housing analysis and understand barriers to housing and help align real-time housing supports and resources for family stability.

To date, this partnership has analyzed data on housing costs, housing challenges, student mobility and housing subsidies from the U.S. Department of Housing and Urban Development which has led to community-wide discussions about student opportunities. Not only was housing instability shown to reduce vocabulary, produce lower test scores and impact graduation and employment, but Memphis' residential segregation is leading to a pronounced racial wealth gap and decreased public revenue. Together, to address these barriers, the collaborative is in the midst of creating an integrated education and housing strategy that promotes housing stability; improves education-related outcomes for families facing housing instability; and establishes a replicable framework for the coordination of services and resources between housing agencies and early childhood, K-12, and higher education providers. The strategy is currently in development.

Committed partners have agreed to the draft MOU which summarizes their involvement in the project. In addition to full participation and service delivery, partners have offered to provide some program materials and services in-kind at no cost to the Consortium so that funds can go toward hiring additional staff. The Preliminary MOU and the above Partner Commitment Table 19 (p.87) both include a description of these commitments.

Applicable Funding Sources and Position Sustainability

The proposed full-time PCS are an essential component of the SCCSP project, and are included at full-funding in the project budget, set up for five continuous years of the funding period. After this time, the schools will transition to a cost-share model. This is the current structure through which CISM sustains its coordinator positions in schools. These funds are typically cost shared at 60% for the school and 40% by CISM. During the five-year implementation, CISM and S2 will work with both school districts to establish a sustainability

plan for these positions and ensure local philanthropic and other grant funds are available after the term of the grant. Establishing a full-time coordinator in priority community schools across the county is a major policy priority for S2. Over the last several years, S2 has pushed various funding amendments to the state budget to include this capacity in school on the priority list. With the successful implementation of this grant, and the data it will generate in terms of improved student and community outcomes, S2 believes its advocacy will be successful.

Currently, S2 is working with the State of TN and the local Shelby County Government to expand their investments in Community Schools and care coordination. S2 has been successful in securing \$18M of the state's unspent TANF funding to align to this project and will continue to expand public financing for the project and its scaling beyond these 6 schools. S2 and many other SCCSP also recently supported a restructuring of the TN education funding formula, the Basic Education Plan (BEP). The new funding formula, the Tennessee Investment in Student Achievement (TISA), will provide funding beginning in FY24 for weighted student needs and other SCCSP priorities, resulting in ~\$200M more in recurring funds for education. S2 believes many of these funds will flow toward community schools infrastructure if this project demonstrates to expected levels of success.

V. QUALITY OF THE MANAGEMENT PLAN

A. Broadly Representative Consortium

The SCCSP project has been intentionally planned around the nurtured opportunity for effective partnerships to meet the holistic needs of north-Memphis students and families; the project will be led by the SCCSP Consortium.

The current Project Leadership Team will transition to the SCCSP Consortium. School Partners will provide the LEA Representatives, Principals or Vice/Assistant Principals, at least one per entity to be included in Consortium membership. These individuals will lead improvement projects by finalizing the work goals, scheduling meetings, convening, engaging team members, arranging appropriate resources to perform the work (e.g. time and materials required), and ensuring the work is moving forward. Additionally, local elected leaders, nonprofit community leaders, parent and student representatives, higher education representatives and government leaders will serve. If funded, four pairs of one student and one parent representative, a total of eight representatives, will be recruited from MMSD, Westside, Northaven, and MBA High. See Table 20 for the listing of committed Consortium names.

All representatives serving on the Consortium must have the willingness and time to attend required training sessions, hold monthly progress meetings, and quarterly network convenings with an S2 CI Specialist and community partners, and to execute the project.

Table 20: Consortium Representatives

Entity	Representative Name(s) ** designates membership also on planning Leadership Team**	Category
Seeding Success	<p>██████ ██████ Chief Impact and Strategy Officer **</p> <p>██████ ██████ Director of Community Schools**</p>	Nonprofit, Backbone Agency
Communities in Schools of Memphis	<p>██████ ██████ Interim CEO**</p> <p>Sonji Branch, Past CEO</p>	Community-Based Organization, , School Coordination Partner

Memphis-Shelby County Schools	██████████ Chief of Student, Family, & Community Affairs ██████████ Community Schools Manager	LEA
Millington Municipal Schools	██████████, Deputy Superintendent**	LEA
Memphis Business Academy High School - Memphis Business Academy	██████████ ██████████ ██████████ Principal**	School and charter school network
Westside School - Frayser Community Schools	██████████ ██████████ Jr., Founder & CEO**	School and charter school network
Northaven	██████████ ██████████ Principal** ██████████ Community Schools Coordinator	School
Millington Primary	██████████ ██████████ Principal	School
Millington Intermediate	██████████ ██████████ Principal	School
Millington Middle High	██████████ ██████████ Principal	School
U. of Memphis, Center for Research in Educational Policy	██████████ ██████████ Research Professor*	Higher Education, Evaluation
Shelby County Mayor's Office	██████████ ██████████ Ed.D., Director of Education	Government & Civics
Greater Memphis Chamber	██████████ ██████████ SVP Workforce Development	Government & Civics
Innovate Memphis	██████████ ██████████ Director of Data and Capacity Development	Government & Civics

Shelby County Division of Community Services	Dorcas Young Griffin, Division Director	Government & Civics
Shelby County Government	Shanna Layrock, Health Investigator	Government & Civics
Faith United Methodist Church	Rev. Anthony E. Anderson	Faith based institution
Junior Achievement	Leigh Mansberg, President and CEO	Community-based organization / nonprofit.
YMCA of Memphis & the Mid-South	Quinetta Quinn, Vice President - Youth Development Mary Olds, Vice President of Strategic Relationships- Youth Development	Community-based organization / nonprofit.
Porter-Leath	Kellie Spilman, Director, Early Success Coalition	Community-based organization / nonprofit.
Workforce Mid-South	Kyle Lee Guyette, President	Community-based organization / nonprofit.
United Way of the Mid-South	Diane Bedwell, Director Community Impact Shayla Guy Kolheim Ed.D., Director Driving the Dream	Community-based organization / nonprofit.
Ascent Health, Inc.	James R. Ward, State Director	Community-based organization / nonprofit.
Code Crew	Nnaemeka “Meka” Egwuekwe, Jr, Executive Director	Community-based organization / nonprofit.
Systematic Equity Solutions, Llc	Darrell C. Ray, Ph.D., Chief Equity Strategist	Equity community partner.

B. History of Effectiveness

Beginning in 2018, as part of a national Chan Zuckerberg Initiative, Memphis-Shelby

County Schools (MSCS), Communities in Schools of Memphis (CISM) and Seeding Success (S2) were supported in a collective impact project titled, Together for Students (TFS). With backbone support from national organizations, StriveTogether, Communities Schools, and the Coalition for Communities Schools, the TFS initiative awarded \$1M to MSCS with CISM and S2 as one of five selected projects to build broad coalitions and meet the comprehensive needs of students. As part of the project planning activity, the partners embarked on a collaborative process reviewing student outcome data, identifying strategies to support students and families, understanding how resources were being deployed, and measuring outcomes produced.

TFS formally began in March 2019 with three prototype schools and at the two year mark, analysis found that all partners believe in the power of collective impact work. At every site, 100% of partners said they believe organizations can have a bigger impact working together than they could alone. Nearly the same proportion (96%) believe that everyone involved in the TFS work has the best interest of students at heart. According to Strive Together, several partners shared that when the project was frustrating or challenging, their dedication to collective impact and their belief in the other TFS partners helped them stay committed to the TFS initiative.

The effective TFS Initiative has further developed universal interest for full-service community schools in Memphis and Shelby County as summarized by one TFS Memphis organizational partner, “The district, in addition to community partners, business and nonprofits, sees the need for a more holistic approach to education. This is what education can look like when we have everyone invested in supporting kids and families and neighborhoods to make sure that needs are met so that there aren’t barriers to academics. So the beauty of it is that the shift has definitely happened within the district as a whole.”

Additionally, **Lead Applicant, Seeding Success (S2)** has partnered with both LEAs,

Millington (MMSD) and Memphis-Shelby Schools (MSCS), on early childhood intervention with the founding of First 8 Memphis (F8M). Established in 2015, F8M is an early childhood system touting a strong educational base for every child in Shelby County and is the first to align Shelby County's early home visitations programs, quality childcare, prekindergarten programs, kindergarten to 3rd-grade social services, and summer learning supports. F8M's early childhood continuum transforms Memphis and Shelby County's isolated programs into an integrated system that enhances quality, increases efficiency, and expands capacity to 29,350 children and families, so 90% of children are kindergarten ready and 90% of 3rd graders are reading on grade-level by 2025. Last school year (2021-22), Shelby County became the first county in the state of TN with a universal needs-based Pre-K program for every income-eligible four-year-old child. The most recent available data from Q3 of the 2021-22 school year indicates:

- 84% of F8M Pre-K students enrolled throughout the third quarter met the goal of satisfactory attendance; they attended at least 80% of total school days for which they were enrolled.
- 95% of F8M classrooms met the requirement of conducting three synchronous learning opportunities every week.

In 2017, **Seeding Success** commissioned the National Summer Learning Association (NSLA) to conduct a landscape assessment of summer learning programs in Memphis. Fourteen local organizations, all currently active in one or more of S2's working groups, participated in the NSLA assessment, collectively providing information on 16 summer learning programs and 3,513 youth served, a majority of whom identified as members of the Black, Hispanic or Native American groups. The NSLA assessment included recommendations in six domains (Shared

Vision and City-wide Coordination, Engaged Leadership, Data Management System, Continuous Quality Improvement, Sustainable Resources, and Marketing and Communications) that guide continued expanded learning opportunities and specifically summer learning.

In 2018, S2 was selected by the Bill & Melinda Gates Foundation as an intermediary organization to join their national portfolio called, The Network for School Improvement (NSI). Through this investment, organizations with a history of improving student outcomes through continuous improvement and capability building efforts were awarded grants to bring groups of middle and high schools together to advance high school graduation and college success rates for Black and Latino students and students experiencing poverty. Over the last 3 years, S2 has leveraged its network of 15 middle and high schools to refine its improvement approach, build effective school teams, new tools for analyzing and using student data, and deepening continuous improvement capabilities to scale practices across MSCS schools and partners.

Seeding Success continues to pioneer the model of a Network for School Improvement to help students of color in Memphis-Shelby County School District reduce chronic absenteeism rates, as a leading factor in school success. Seeding Success continues to provide annual training and coaching as well as convening support to 5 middle and high schools in the district. These middle and high schools met quarterly to share progress and leveraged other schools' promising practices. An average of 16 interventions (e.g., mentorship or coaching programs) were run every year to address chronic absenteeism. Almost 70% of those interventions showed improvement in students' attendance rates. Seeding Success also provided Data analysis and Excel Training to school staff members. As of now, 80% of schools in the portfolio received the training or have school staff who are skillful at using Excel and Continuous Improvement skills to run the data

analysis on their own. These efforts have helped build the school's staff capacities to sustain the chronic absenteeism work at schools in the long term.

Communities in Schools of Memphis (CISM) has been serving students and families across Shelby County for eight years, with a team of 19 specialists who support more than 8,000 students working directly inside 21 schools. Recently, CISM was awarded \$2.25 million from philanthropist MacKenzie Scott as part of a larger donation to the CIS national network. This investment will help CISM to realize their five-year strategic plan, which elevates three priorities: advance educational equity, serve more students and families, and create a vibrant and inclusive culture. CISM 2021-22 impact data demonstrates the tremendous positive impact of its programming:

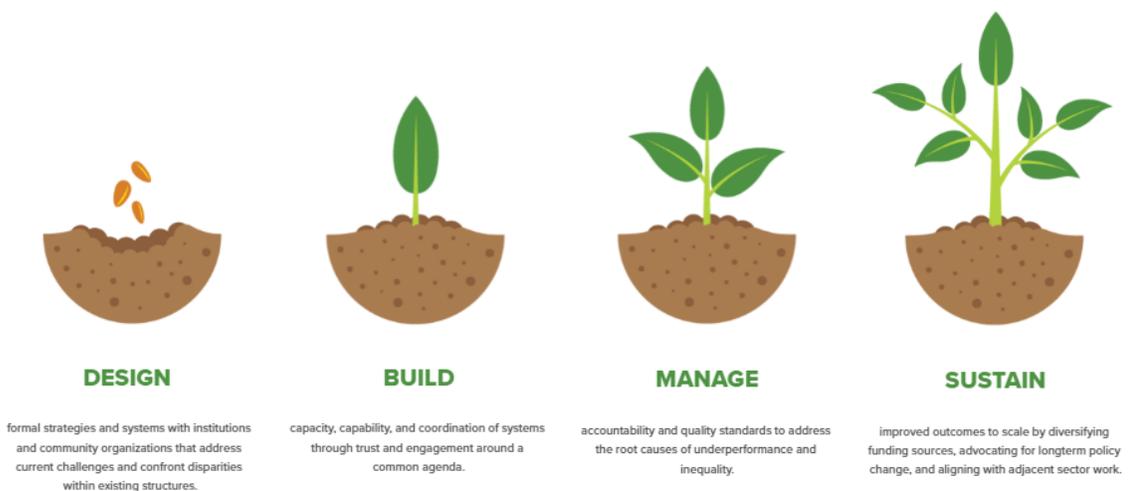
- 100% of CISM students stay in school;
- 100% of CISM students made progress towards or achieved their individual academic and career readiness goals.
- 100% of CISM seniors have a post-secondary plan before graduation;
- 91% of CISM students made progress toward or achieved their individual behavior goals.
- 87% of K-11 students are promoted to the next grade level; and,
- 84% of CISM students made progress toward or achieved their individual social-emotional-learning goals.

C. Management Plan

Design: Using the Seeding Success (S2) Theory of Change (Figure 7), consortium partners designed the management of the SCCSP project to equitably focus on the academic, social, emotional, and physical well-being of all students in the target population. The design process implements formal strategies within existing systems to address challenges and confront disparities. S2 has collaborated with the SCCSP Planning Team members to co-create an ecosystem of service providers to connect resources with schools, students, and families within the six target schools. The proposed project Consortium consists of several planning Leadership Team representatives, and a broad range of community-based organizations in the Northwest region of the MSA. S2 will serve as a systems coordinator to ensure the schools, families and students participating in the SCCSP have access to the resources they need to meet the program goals and outcomes. This is enabled by long-standing public and private partnerships, data-sharing agreements, and public funded pipeline services secured by Seeding Success.

Figure 7: Seeding Success Theory of Change

TO BOLSTER BETTER OUTCOMES FOR STUDENTS AND FAMILIES, SEEDING SUCCESS SUPPORTS SYSTEMS CHANGE THROUGH FOUR PHASES:



Build: The SCCSP Planning Team collaborated on a Needs Assessment and project design resulting in an ecosystem of pipeline serving partners, schools, LEAS, and community members dedicated to implementing the FSCS model. The governing body of the project will be the Consortium (See **Section V. A.** for details on broad representation). Each target school, six total, will have a full-time pipeline coordinator specialist, recruited, employed and managed by the school level coordination partner, Communities in Schools of Memphis (CISM).

The CISM evidence-based model brings resources inside of schools – easily accessible and customized to individual students and local communities. CISM is guided by a set of basic principles they believe every child needs and deserves to be successful. CISM school-based staff, serving as full-time Pipeline Coordinator Specialists (PCS), one per school - will establish strategic plans to address the needs of the school community and its most vulnerable students. PCS are responsible for identifying the barriers that students face and strategically aligning and delivering needed resources so that teachers can teach and students can focus on learning. From immediate needs like food or clothing to more complex ones like counseling or emotional support, CISM does whatever it takes to help students come to school, stay in school, and remain on track to graduation. The CISM Specialist at each school will be dedicated to the implementation of the FSCS model by:

- Building community partnerships to address needs identified in both the project Needs Assessment, and the CISM annual school needs assessments;
- Connecting and providing integrated student supports (wrap-around services) aligned with both the School Support Plan and individual Student Support Plans; and

- Serving as a liaison to school leadership while working with community organizations and volunteers.

Manage: The SCCSP relies on the coordination of major systems, multiple LEAs, and a variety of school-based and community partners, as shown in Figure 8.

Figure 8: SCCSP Systems

Shelby County Community Schools Partnership



This complex array requires data to inform all aspects of full service to the six selected schools. S2 will continue to play a central role as the data intermediary for both student data, and program and intervention data provided by partner organizations. S2 has capacity to do this evidenced by its existing data sharing agreement with Memphis-Shelby County Schools (MSCS) and Millington. S2 will continue to provide foundational training in data use and continuous improvement (CI) practices, convening, and individual coaching for school-based staff to sustain the use of CI practices to address chronic absenteeism, school readiness, ELA and Math

proficiency, and Ready Graduate outcomes. S2 will provide the schools and project partners with direct support to enhance the internal capability to improve:

- A. Performance (e.g. the ability to measurably improve a focal result, academic and non-academic);
- B. Continuous Quality Improvement (e.g. research support, identifying root causes, implementing evidence-based practices through short tests of change (mPDSAs, template attached), etc.);
- C. Equitable Data Use (e.g. collection, use, analysis, etc.);
- D. Meeting Efficacy (e.g. skills to develop and lead results-centered meetings that produce action);
- E. Accountability (e.g. building accountability systems, creating shared responsibility for work);
- F. Alignment of Work (e.g. support leaders in using specific skills to contribute in role to affect change)
- G. Engagement and collaboration with other community partners in the improvement project

The proposed SCCSP will implement services and provide resources to fulfill the four pillars of full-service community schools.

As Lead Applicant and backbone agency, S2 commits to the follow project roles:

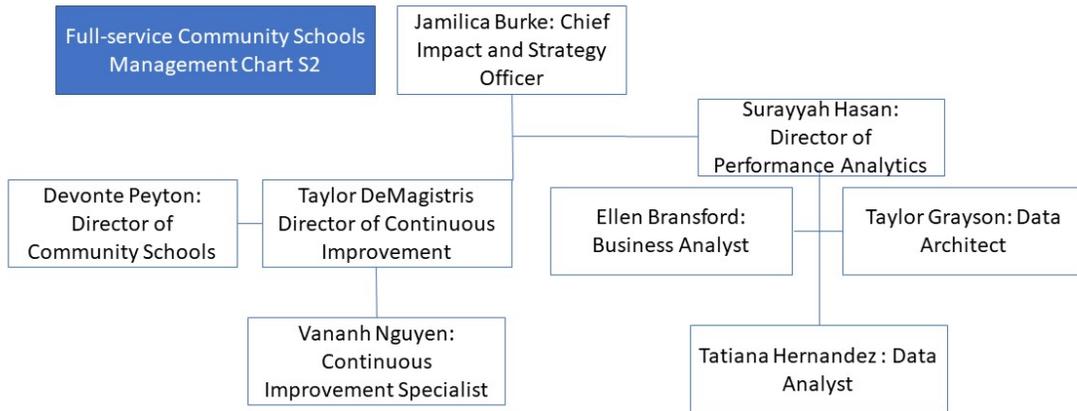
1. Capability building, training, interventions, and professional development. S2 will co-design, with the Partners, a set of improvement efforts matching the Partner's identified strategies to help the Partners achieve its focal result by the end of the school

year. S2 staff will lead capability-building efforts and planning sessions for the Partners and ensure data is valid, accessible, and accurate for improvement efforts.

2. It is expected that there will be:
 - a. Results-based planning and implementation sessions to plan and monitor strategies around the focal result across the network of schools;
 - b. Differentiated individual training for staff selected to lead continuous quality improvement efforts (ex. Lean Six Sigma training, Results-Based Facilitation);
 - c. Coaching sessions to build capability in data use and continuous improvement and to align accountability systems;
 - d. Equity training sessions to ensure that the schools' interventions and strategies are equitable and inclusive.
3. Host Initial Kick-Off Meeting
4. S2 will ensure all program requirements are communicated with the Partners and that the logistics for the Partners' program participation are communicated well in advance.
5. S2 will provide the data infrastructure and technical support to collect, manage, and analyze student and pipeline service performance data across all LEAs and community partners. Seeding Success has successfully managed a data warehouse for over eight years that ingests individual, student level academic and non-academic data from M-SCS and 10 other Charter and District partners daily, and matches fields with Community Based Organizations that provide student supports to rapidly disseminate relevant information to approved people for ensuring students receive the most timely and appropriate services. This data sharing arrangement is governed by a Master Data

Sharing Agreement between Seeding Success and its district partners, as well as, between Seeding Success and a network of ~100 Community Based Organizations.

Figure 9: SCCSP Management Chart



Seeding Success has an extensive history of coordinating, managing and successfully completing large scale multi-actor projects and initiatives to improve outcomes (e.g., First 8 Memphis, the Bill and Melinda Gates Teacher Effectiveness Initiative and Network for School improvement, State of TN TANF grants, and Federal Pre-k Development Grants). The proposed management structure reflects lessons learned from these past experiences, as well as, the expertise of team members to effectively lead to better outcomes and project success.

The **Chief Impact and Strategy Officer (CISO)** leads all priority impact initiatives for Seeding Success. She will provide oversight and management support to the FSCS support team, and ensure this effort is connected to other related S2 initiatives, community resources, and other systems required to support the SCCSP. The CISO will also play a primary role addressing political barriers and adaptive challenges that may prevent project success or sustainability.

The **Director of Community Schools (DCS)** has been hired to lead this project. He has an extensive background in Community Schools, and was previously leading the MSCS

Community Schools program. S2 has brought him on to leverage his insights, relationships, and expertise to spread the FSCS model across Shelby County. The DCS will coordinate the activities of the grant, convene partners, troubleshoot challenges, and provide strategic directions and technical assistance, as a FSCS expert, to all implementation partners to ensure fidelity to the model. The DCS reports to the CISO.

A key lesson learned by S2 for effective management of large scale initiatives is the standardization of practice across partners. The **Director of Continuous Improvement (DCI)** will ensure all schools, structures and partners within the SCCSP are operating under a Standard Operating Procedure (SOP) for meetings, data use, and continuous improvement. S2 utilizes a framework of operations that consists of Results-Based Accountability, Continuous Quality Improvement, Equity, and Design Thinking. These practices will be essential for effective meeting design, operational consistency across schools, and the capacity of individual partners and school-based staff to improve outcomes over the duration of the grant. The DCI also reports to the CISO.

In support of the DCS and DCI, the **Continuous Improvement Specialist (CIS)** will support improvement teams working at the school level to monitor improvement of academic and non-academic indicators, support the evaluation and execution of small tests of change, and ensure data is accurate and valid across intervention programs. The CIS will also facilitate the use of data in improvement meetings, and ensure data dashboards are available for real-time discussions regarding student performance. S2 leveraged this position in its Network for School Improvement work in partnership with the Bill & Melinda Gates Foundation to improve outcomes at 17 Middle and High Schools over a three-year period. The CIS staff member for that project will bring her experience facilitating that improvement work into the FSCS project.

The **Director of Performance Analytics** (DPA) leads all of S2's data integration, collection, and analysis efforts. She will work to ensure all data is accurate and valid and that systems (including dashboards) are in place to collect and analyze data in partnership with the evaluator for the SCCSP. She will also support a technical and analytics team to ensure data is readily available, analyzed for continuous improvement work, and available for the evaluation of the entire program.

The **Business Analyst** (BA) will support the initial business analysis and set-up of partners into the S2 data infrastructure. She will also conduct regular system audits, and ensure data is accessible, valid, and timely.

The **Data Architect** (DA), a former Chief Data Architect for the State of TN, will ensure all technical requirements for data sharing and collection are in place and operational. S2 currently has data sharing agreements with both Millington and MSCS, and is currently collecting data directly from their Student Information Systems (SIS) and analyzing data for the continuous improvement and evaluation of multiple programs.

The DA will support the on-going analysis of all pipeline interventions for continuous improvement of outcomes. She already has the ability to access all data systems at MSCS and can pull student-level data for the analysis of program effectiveness. S2 brings partner data into its data warehouse and matches it with the student-level data. The analyst then shares her analysis through Tableau software to authorized partners and staff.

Table 21 highlights the timeline for SCCSP implementation over the five-year program by activity, person responsible, and milestones, and for each of three objectives.

Table 21: Timeline for SCCSP Implementation

Building and Sustaining Consortium Infrastructure

Year 1

Activity	Responsible Person(s)	Milestone
<ul style="list-style-type: none"> - Hire & train staff - Onboard new partners to Consortium - Kick-off meeting (hosted by S2) - Quarterly Consortium meetings - Consortium reviews and agrees on key infrastructure capacities required to support quality implementation, ongoing data collection and collaboration. 	<p>S2</p> <p>All Consortium members</p>	<p>Functioning, well-informed Consortium assembled and committed to progress, collaboration, and sharing information for strengthened impact.</p>
<ul style="list-style-type: none"> - Working from the existing S2 data structure, determine the neighborhood and school level data system to store data not collected through case management. 	<p>S2</p>	<p>A comprehensive data collection, analysis and management system is established and functional.</p>

<ul style="list-style-type: none"> -Training of partners in data collection and reporting flow - Monthly meetings of Consortium workgroups 	<p>S2</p> <p>Pipeline service partners</p>	<p>Continuous conversation provides partners support while sharing lessons learned and collecting universal program metrics.</p>
<p>Years 2-5</p>		
<ul style="list-style-type: none"> - Staff to steward project coordination across program - Data collection and reporting by partners - Establish and continue feedback loops with parents / engaged youth - Use performance and local and CREP evaluation data to inform the refinement of solutions - Assess & recruit additional partners as gaps are identified - Update messaging & materials to provide program 	<p>S2</p> <p>Consortium members</p> <p>Pipeline service partners</p>	<p>Consortium progresses, evaluates, and reconsiders strategies based on clear, collaborative performance evaluation data.</p>

<p>highlights & lessons learned to assess & expand funding opportunities</p> <ul style="list-style-type: none"> - Quarterly Consortium meetings 		
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Objective 1: To increase the percentage and number of individuals within the target area that receive services during each year of the project.

Years 1-5

Task	Responsible Person(s)	Milestone
<p>Pipeline Coordinators are placed at all participating schools and implement CISM tiered services and universal engagement.</p>	<p>PCS CISM Schools Pipeline service partners</p>	<p>At least 50 percent of children and families are connected to needed services and supports and are experiencing improved results; this increases by 10% for each subsequent year.</p>

Objective 2: To provide expanded and new pipeline services to high need students and families to ensure that children are prepared for kindergarten and achieving academically.

Years 1-5

Task	Responsible Person(s)	Milestone
High quality early childhood programs are provided.	S2 PCS Pipeline service partners	- Improve Kindergarten readiness by 5% annually in two Elementary/Primary schools; students are prepared for kindergarten.
High quality school and out of school time programs are provided.	S2 PCS Schools Pipeline service partners	-Academic achievement improves. Improve reading proficiency by 3% annually -Improve mathematics proficiency by by 3% -Increase number of Ready Graduates by 2% annually
Educational transitions prepare students from pre-k to	S2 PCS	- Improve Kindergarten readiness by 5% annually in

<p>elementary and elementary to middle</p>	<p>Pipeline service partners</p>	<p>two Elementary/Primary schools; students are prepared for kindergarten.</p> <ul style="list-style-type: none"> - Summer slide between grades 5 and 6 is reduced 5% annually.
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Objective 3: To provide expanded and new pipeline services to high need students and families to ensure children are safe, healthy, and supported by engaged parents.

Years 1-5

Task	Responsible Party	Milestone
<p>School needs assessment and conversations determine universal family engagement goals and blueprints</p>	<p>PCS School FSCS Team</p>	<p>Family Engagement Plans created.</p>
<p>Family and community events are hosted to support parent /family engagement in</p>	<p>PCSs School leaders</p>	<p>Parent / family engagement participation metrics increase by 5% in at least</p>

child's learning.		3 schools.
Social, physical, and mental health supports are provided.	S2 PCS Pipeline service partners	School culture improves 5% annually.
Trauma response supports are provided using multi-tiered system	S2 PCS Pipeline service partners	In and out of school suspensions will be reduced 10% annually.
Community violence is addressed through cross-system collaboration	S2 Consortium PCS Pipeline service partners	In- and out-of school violence is reduced.

If funding is awarded, S2 will hold an initial meeting with the SCCSP Leadership Team to establish expectations, discuss goals, and determine a regular meeting cadence based on expected dates for data collection and analysis. All Consortium LEA Representatives, Principals, Assistant/Vice Principals, and all team members who will engage in the work will be required to attend.

S2 will facilitate and co-design the network's quarterly convening with the School Partners and CISM. In those meetings, all stakeholders will review intervention results, re-establish expectations, discuss goals, share promising practices, and determine the next steps for the improvement projects.

School Partner Roles

All School Partners will commit to meet at least once per month with the S2 CI Specialist and community partners, to discuss current interventions and make adjustments to plans when/where applicable. Additionally, the School Partners will commit to convening quarterly with the Consortium to engage in shared learning.

The convening schedule/date will be known to The Partners at least a month in advance of the convening. The Points of Contact must let Seeding Success know if there are any conflicts with the scheduled convening date at least 7 days in advance of the meeting. Each school in the network will rotate to co-design the agenda of the convening with the S2 CI Specialist.

D. Qualifications of Key Personnel

Seeding Success Staff

Chief Strategy and Impact Officer 10% - The Chief Impact and Strategy Officer, [REDACTED] [REDACTED] has multiple years of experience in school district leadership, project management, and building partnerships. [REDACTED] [REDACTED] has led a complex array of S2's strategy work for the last 5 years, including large scale grants with the City of Memphis, and Shelby County Government, and S2's Covid-19 response efforts. The CISO plays an integral role in connecting systemic efforts to various projects, initiatives, and grants.

Director of Community Schools 100% - Current Director of Community Schools for M-SCS, [REDACTED] [REDACTED] was hired to implement the Together for Students plan. [REDACTED] has been hired

by S2 to lead this project across multiple districts and partners. [REDACTED] has extensive training and leadership experience building on the local Community Schools model, and working with the partners involved to improve outcomes for students.

Director of Continuous Improvement 10% - The Director of Continuous Improvement, [REDACTED] [REDACTED] has supported non-profits, school systems, and for-profit industry to establish standardized practices to improve performance and quality. [REDACTED] will support the SCCSP to implement the grant with the fidelity of practice necessary to drive accountability for results and the continuous improvement of outcomes.

Continuous Improvement Specialist 30% - [REDACTED] [REDACTED] the Continuous Improvement specialist led the implementation of the Gates Foundation Network for School Improvement efforts through a multi-year grant with S2, focused on improving outcomes across 17 middle and high schools over a two year period. She has supported the sustainability and adoption of improvement practices in those schools over the past year and will bring her skills to support the improvement teams and capacity of partners to use data for continuous improvement across the SCCSP. She is trained in a variety of analysis and CQI tools and methodologies.

Director of Performance Analytics 10% - [REDACTED] [REDACTED] the Director of Performance Analytics, has extensive experience managing data and performance management systems for complex systems, including: the Workforce Investment Network, the City of Memphis, and local philanthropy. [REDACTED] will provide oversight for data management, performance, and accountability for the project. She will also ensure all required data sharing agreements, consent processes, and data security protocols are in place to protect student level data.

Business Analyst 10% - Business Analyst, [REDACTED] [REDACTED] supports the analysis of S2's partner and strategy data needs and requirements. She has successfully helped build out the First 8

Memphis 0-8 Data strategy, performance dashboards for out-of-school partners for academic and non-academic performance reporting, and the automation of data collection across a variety of systems and partners. [REDACTED] will ensure the SCCSP have access to the data they need and that the S2 data infrastructure, in partnership with the Data Architect, meets the requirements for the SCCSP.

Data Architect 10% - [REDACTED] [REDACTED] the S2 Data Architect, has over 25 years experience in building technical data solutions. Taylor has built and provides on-going technical support to the S2 data infrastructure. He was a former data architect for the State of TN and has extensive knowledge of Student Information Sharing, technical data requirements, and federal law governing data privacy and security. The data architect will work with the Director of

Performance Analytics, Business Analyst, and Data Analyst to ensure all required data for the

Data Analyst 30% - The Data Analyst, [REDACTED] [REDACTED] will lead the on-going data analysis of pipeline services, academic performance, and aggregated outcomes for the project. [REDACTED] currently acts as the K-12 Data Analyst for S2, and is extensively trained in various analytical tools and methodologies.

Full-Time Pipeline Service Coordinators

Pipeline Coordinator Specialists (PCS) - (6) - Five FTE to be hired; 1 FTE in place. Successful specialist candidates should possess qualifications such as:

- Bachelor's degree in Social Work, Counseling/Psychology, Youth Development or Education.
- Passion for, sensitivity to, and strong concern for the needs of children, youth, and their families

- Possesses high level interpersonal and communications skills; high degree of comfort relating to diverse ethnic populations and audiences.
- Embraces metrics and data-driven reporting to share and promote the success of CIS programs.
- Has experience with restorative practices, school-level attendance and behavior improvement strategies and student-centered supports (preferred)
- Demonstrated relevant work or volunteer experience in education, social services, mental health or a related field desired

School Implementation Partner Representative

Communities in Schools of Memphis (CISM), [REDACTED] [REDACTED] Interim CEO - [REDACTED] is a compassionate leader with more than two decades of diverse experience working for transformational change in the non-profit and education sectors. As CISM's Chief Program Officer for the past two years, she has played an integral role in the overall programming operations and development of the organization's five-year strategic plan.

School Partner Representatives

Westside School - Frayser Community Schools, [REDACTED] [REDACTED] Jr., Founder and CEO - [REDACTED] is the Founder and CEO of Frayser Community Schools, which includes the first full-scale transformation of two zoned enrolled middle schools, including Westside Middle School. He is a passionate career educator and school system leader, skilled in instruction, school culture and climate, turnaround and transformation, and community engagement.

Northaven Elementary School, [REDACTED] [REDACTED] Principal - [REDACTED] has been Principal at Northaven Elementary since 2012 having previously served in the county schools system for 24

years. He is passionate about teaching and passionate about improving the community's social fabric. [REDACTED] has a strong commitment to putting school children first.

Memphis Business Academy High School, [REDACTED], [REDACTED] Principal - [REDACTED] has been a Principal in Memphis Business Academy Charter schools since its 2005 founding. As a Founding Principal, [REDACTED] has experience managing the network's expansion from one to six schools, 68-1,800 students, six to 250 employees, sixth grade to grades PreK-12, increasing diversity from 0% to 25% Hispanic population. Additionally with the procurement of two additional facilities, and \$8 million in New Market Tax Credits to develop a shopping center/school worth \$15 million.

Millington Primary, [REDACTED], [REDACTED] Principal - [REDACTED] has been Principal at Millington Primary since August 2021, and previously served as Assistant Principal for seven years and a classroom teacher for six years prior (earning Teacher of the Year) at another Memphis Title 1 school, E. E. Jeter. [REDACTED] leads the school's faculty and staff, coordinates instructional student plans, manages the budget, and oversees the physical operation of the school building.

Millington Intermediate, [REDACTED], [REDACTED] Principal - [REDACTED] has been Principal at Millington Intermediate since 2021, and previously served as Principal and Assistant Principal for the last ten years at two other Memphis area public schools. [REDACTED] has experience in the development, implementation, and execution of performance enhancing programs. She has outstanding skills with parent communication, conflict resolution, staff management and working with diverse populations.

Millington Middle High, [REDACTED], [REDACTED] Principal - [REDACTED] has been Principal at Millington Intermediate since 2021, and brings over two decades of educational leadership in Millington and

Greater Memphis. [REDACTED] has extensive experience in Title I schools, STEM instruction, school operations, staffing, and data collection and analysis.

VI. QUALITY OF PROJECT EVALUATION

There are two primary research questions to assess the effects of the Shelby County Community Schools Partnership (SCCSP) activities and guide the evaluation design and execution:

1. What is the impact of SCCSP on participating:
 - a. Students?
 - b. Families/parents?
 - c. Teachers, administrators/principals, and staff?
 - d. Community partners?
 - e. Schools?
2. To what extent is MSS-FSCS implemented with fidelity?

A. Methods of Evaluation

To answer the research questions, evaluators from the Center for Research in Educational Policy (CREP) at the University of Memphis will conduct an independent mixed-methods evaluation collecting both quantitative and qualitative data to determine the extent to which SCCSP has met the goals, objectives, and outcomes of the proposed project with respect to the five stakeholder groups listed above. To ensure the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project, CREP will utilize the Center for Disease Control and Prevention's (CDC) Framework for Program Evaluation to serve as the overarching model to implement the evaluation of MSS-FSCS. The CDC

Figure 10: CDC Framework for Program Evaluation



Framework, as depicted in Figure 10, employs six steps and four standards for effective evaluation.

By employing the CDC Framework, CREP will ensure the MSS-FSCS evaluation is conducted in accordance with the nationally recognized program evaluation standards developed by the Joint Committee

on Standards for Education Evaluation (Yarbrough, Shulha, Hopson, and Caruthers, 2010).

Data collection methods will include (a) administrative data (i.e., data from school or district databases), (b) program implementer (Seeding Success) generated data sources (i.e., Monthly mPDSA templates, Monthly and Quarterly Data Dashboards, Needs Assessment), (c) CREP qualitative data collection (surveys, interviews, focus groups), and (d) CREP developed program-related data sources (online Annual Local Evaluation Report Template (ALERT), On-site Monitoring Report (OSMR), Fidelity rubric). The variety of data collection methods used will allow triangulation of findings through both quantitative and qualitative data, in addition to both subjective and objective data, on the same set of outcomes from multiple stakeholders (i.e., students, parents/families, teachers/staff/principals, community partners).

CREP will collaborate with Seeding Success to develop the **online annual local evaluation report template (ALERT)** to be completed annually by the site coordinator at each school. The ALERT asks for details about the goals and objectives set forth at the beginning of the year *based on each school's specific student and family needs* and whether these were met

(i.e., number of students served, number of family members served, objective(s) met/not met, etc.). The ALERT also provides another way to ask questions and collect data about meeting performance objectives and outcomes, expanding and enriching learning time and opportunities, integrating student supports and stakeholder services, providing community engagement efforts and impact, and school spending information. A school-level report will be provided by CREP to each school and site coordinator. Seeding Success will also receive a copy. Aggregate results from all schools will be used in the annual report.

CREP will also collaborate with Seeding Success to create the **on-site monitoring instrument (OSMR)**. CREP researchers will use the OSMR to determine if schools are meeting performance objectives and outcomes *common across all schools*, such as expanding and enriching learning time and opportunities, integrating student supports and stakeholder services, providing community engagement efforts and impact, and the expenditure of grant money (i.e., grant award amount and balance of funds). A school-level report will be provided to each school. Results can also be used to determine program quality, as well as refine and improve program activities. Table 22 outlines the project outcomes, the group/area impacted, primary data sources, and proposed analyses by research question.

Table 22: Evaluation Outcomes, Impacts, Data Sources, and Analyses by Research Question

Outcome	Impact on	Primary Data Source(s)	Analysis
RQ1: What is the impact of MSS-FSCS on participating: Students; Families/parents; Teachers, administrators/principals, and staff; Community partners; Schools?			

Student chronic absenteeism rates	Students	Administrative Data, ALERT, OSMR	Descriptive pre/post change; statistical analysis of odds of being chronically absent
Student discipline rates, including suspensions and expulsions	Students	Administrative Data, ALERT, OSMR	Descriptive pre/post change; statistical analysis of odds of being disciplined
Graduation rates	Students	Administrative Data, ALERT, OSMR	Descriptive pre/post change; statistical analysis of odds of graduating
Students prepared for Kindergarten	Students	Kindergarten readiness assessments, ALERT, OSMR	Longitudinal comparison of Kindergarten readiness scores
Students achieving academically	Students	TCAP Reading and Math, ALERT, OSMR	Longitudinal comparison of TCAP reading and math scores

<p>Students are safe, healthy, and supported by engaged parents</p>	<p>Students Parents</p>	<p>Survey, interviews, focus groups, ALERT, OSMR</p>	<p>Longitudinal comparison of student and parent surveys; qualitative coding and summary of interviews and focus groups</p>
<p>School climate</p>	<p>Students Parents, Teachers</p>	<p>Survey, interviews, focus groups, ALERT, OSMR observations</p>	<p>Descriptive pre/post change; statistical analysis of change in school climate ratings (e.g., Repeated measures); qualitative coding and summary of interviews and focus groups; observations</p>
<p>Creating education or work-based settings that are supportive, positive,</p>	<p>Students Parents, Teachers</p>	<p>Survey, interviews, focus groups, observations, ALERT, OSMR</p>	<p>Descriptive pre/post change; statistical analysis of change in attitudes (e.g., Repeated measures); qualitative coding and summary of interviews and focus groups; observations</p>

identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.			
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<p>Family and community engagement efforts and impact</p>	<p>Families, Community</p>	<p>Survey, interviews, focus groups, ALERT, OSMR</p>	<p>Descriptive pre/post change; statistical analysis of change in attitudes (e.g., Repeated measures); qualitative coding and summary of interviews and focus groups; observations</p>
<p>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</p>	<p>Teachers</p>	<p>Administrative Data, ALERT, OSMR</p>	<p>Descriptive pre/post change; statistical analysis of change in demographics</p>

turnover, and teacher experience			
Changes in school spending information	Schools	Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership, ALERT, OSMR	Descriptive pre/post change
RQ2: To what extent is MSS-FSCS implemented with fidelity?			
Increase in the number and percentage of families and students targeted for	Fidelity	Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success	Descriptive pre/post change

services each year of the program		leadership, ALERT, OSMR	
Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement	Fidelity	Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership, ALERT, OSMR	Rubric rating

<p>Use of a systemic evidence-based approach to improve outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address community violence prevention and intervention.</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership, ALERT, OSMR</p>	<p>Rubric rating</p>
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<p>Regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children’s and youth’s cabinets, nonprofit service providers, public housing agencies, and advocates</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership; observations, ALERT, OSMR</p>	<p>Rubric rating</p>
<p>Organizing school personnel and community partners into working teams</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews</p>	<p>Rubric rating</p>

<p>focused on specific issues identified in the needs and assets assessment</p>		<p>and/or focus groups with Seeding Success leadership; observations, ALERT, OSMR</p>	
<p>Provision of integrated student supports and stakeholder services</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership; observations, ALERT, OSMR</p>	<p>Rubric rating</p>
<p>Expanded and enriched learning time and opportunities</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups</p>	<p>Rubric rating</p>

		with Seeding Success leadership; observations, ALERT, OSMR	
Creating and implementing comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator	Fidelity	Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership; observations, ALERT, OSMR	Rubric rating

relationships.			
Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma informed practices and professional development for educators on	Fidelity	Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups with Seeding Success leadership; observations, ALERT, OSMR	Rubric rating

<p>avoiding deficit-based approaches.</p>			
<p>Use of 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</p>	<p>Fidelity</p>	<p>Needs assessment; monthly mPDSA templates; monthly and quarterly data dashboards; interviews and/or focus groups; observations, ALERT, OSMR</p>	<p>Rubric rating</p>

learning communities			
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CREP will collect baseline data in the fall of 2023-24 school year (Year 1 of implementation), and follow-up data in spring of each subsequent year through spring of the 2026-27 school year (Year 4 of implementation). Data will be collected and analyzed at two levels: The school (aggregate) and cohort (individual). For each school-level aggregate analysis, all grade levels will be included (depending on the school structure (elementary, middle, or high)). Analysis across all grades will provide a “snapshot” of change over time at the school level, and allow a “big picture” look at how the intervention is impacting school-level change over time, even though *different sets of students* can be in the schools each year (i.e., cross-sectional).

In addition, CREP will follow three grade-level cohorts of students longitudinally to look at change in the *same students* over time. Table 23 shows the three grade level cohorts (elementary, middle, high) that will be followed at the schools included in the study. The **elementary and middle school cohorts** will allow CREP to track outcomes of the same students as they complete all three years of their respective grade structure and move into the next (i.e., elementary to middle, middle to high). Meanwhile, the **high school cohort** can be tracked from their first to last year of high school (including graduation). Furthermore, CREP will track Kindergarten readiness for each entering Kindergarten cohort all five years of the study.

Table 23: Evaluation Longitudinal Cohorts

Cohort	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	Year 2	Year 3	Year 4	Year 5
	Supplemental	Supplemental	Supplemental	Main	
Elementary School	3	4	5	6	7
Middle School	6	7	8	9	10
High School	9	10	11	12	Post-Secondary 1
Kindergarten Readiness	K	K	K	K	K

As shown in Table 23, the Main (Confirmatory) analysis follows the three 2023-24 grade level cohorts over four years of implementation, with the fall 2023-24 school year as the baseline and spring 2026-27 as the outcome. Supplementary (Exploratory) analyses would examine cohort outcomes after one, two, and three years of implementation. Data analysis falls into three

broad categories: (a) Student behavior (e.g., chronic absenteeism, student discipline), (b) student achievement (e.g., Kindergarten readiness, academic achievement), and (c) school climate (e.g., supportive education or work-based settings, family and community engagement efforts).

Based on the nested nature of the data (students within schools), statistical analyses potentially include a Hierarchical Linear Model (HLM) comparing the change from the baseline to the outcome. Following What Works Clearinghouse (2022) guidelines, for quantitative analyses, CREP will use the most rigorous statistical test(s) possible based on the properties of the data available. In addition to testing selected outcomes for statistical significance, effect sizes (calculated as Hedges' g) and percentile ranks associated with posttest difference will be calculated to aid in interpretation of findings. All qualitative data collected (surveys, interviews, focus groups) will be coded for themes and summarized in the aggregate to protect the confidentiality of respondents.

CREP researchers will develop instruments and collect data for the following: (a) stakeholder surveys, (b) stakeholder interviews/focus groups, (c) school/classroom observations, (d) the ALERT, and (e) the OSMR. As an independent evaluator, CREP has the ability to collect and provide unbiased feedback, particularly for perceptual data from stakeholders, as we can communicate and maintain guidelines around confidentiality for respondents. CREP will obtain administrative data on student achievement and behavioral outcomes directly from schools or from district research offices. CREP will also take advantage of program data collected by Seeding Success (S2), including the Monthly mPDSA templates, Monthly and Quarterly Data Dashboards, and Needs Assessments. The ALERT and OSMR will provide a check against similar data collected by S2 since both will be collected by and reported directly to CREP.

B. Fidelity of Implementation

To determine if proposed project elements are implemented as designed, CREP will use the qualitative and quantitative data collected each year of implementation to develop a fidelity rubric. The rubric would report (a) the fidelity score for the program at the overall sample level and (b) whether that score meets the established threshold for “Implementation with fidelity” for each key component[CAM(1) . Fidelity thresholds will be established in cooperation with Seeding Success. Prior to any data collection, CREP will submit all instruments and research protocols to the University IRB for approval.

CREP’s independent evaluation will assess progress on an annual basis to produce a formative report providing feedback to Seeding Success for programmatic improvement through refining and improving activities. At the end of the five years, CREP will provide a summative report detailing findings across the life of the project. CREP will hold bi-weekly meetings with MSS-FSCS program staff to review progress and provide more immediate formative feedback. In addition to dissemination of findings through conferences (e.g., AERA) and research articles submitted to journals, CREP will make the results of the evaluation publicly available by submitting all project reports to ERIC[CAM(3) , ensuring broad access to report findings. CREP will also provide Seeding Success with a one page, reader-friendly snap-shot document of findings to share with stakeholders and other interested parties.

C. Data Validity and Reliability

S2 uses set business rules to assess data quality - including validity and reliability. Through automated and manual processes S2 staff check to ensure data falls within predefined ranges and follows predefined formats. S2 sets completeness thresholds and verifies whether data appears in a logically consistent manner. S2 also engages feedback loops to allow the data

source (at the school or organization level) to review output before data is finalized. S2 works with partners to troubleshoot issues, resolve discrepancies and minimize errors.

VII. COMPETITIVE PREFERENCE PRIORITIES ADDRESSED

Competitive Preference Priority 1—*Meeting Student Social, Emotional, and Academic Needs by providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs.*

As described throughout this proposal, SCCSP will leverage multiple existing programs, adding additional supports where needed. SCCSP will provide system level coordination for underserved students by bringing multiple partners together within the Consortium. For example, partners such as Community in Schools in Memphis, Shelby County Schools Mental Health Center (SCSMHC), and Memphis Allies will provide necessary training and support to other partners in SCCSP, ensuring that the most promising practices are standardized and scaled throughout the network.

Multi-Tiered System of Supports. Pipeline Coordinator Specialists (PCS) are responsible for providing multi-tiered support and connecting students and families with relevant resources in the referral network. As a Tier 1 support, PCS will conduct a school needs assessment at each school to help identify SEL, academic, and career support priorities across the school community. Based on this analysis, the PCS will work with the School Improvement Team to expand, enhance, or sustain SEL programming tailored to the school's needs. The PCS will also case-manage up to 50 students at each site. Each student will be assessed quarterly using either curricula surveys, SEAD (Social, emotional, and academic development), and/or DESSA (Devereux Student Strengths Assessment), which returns data in 8 SEL competencies: self-awareness; self-management; social awareness; relationship skills, goal-directed behavior;

personal responsibility; decision making; and optimistic thinking. As a Tier 2 support, case-managed students engage in small group interventions based on their SEL needs. The groups utilize SEL best practices and age appropriate, evidence-based curricula (currently PCS at other locations use either Second Step for K-5 and SPARK for 6-12). Additionally, case-managed students with intensive needs receive individual counseling as Tier 3 support. Depending on the needs of the individual student, site coordinators either provide counseling through evidence-based interventions to build SEL skills or refer the student to an outside

Figure 11: CASEL SEL Competencies



provider of professional mental health services, in which case the site coordinator continues case management and reinforces the student’s skills. The CIS approach is in alignment with CASEL SEL Competencies (Figure 11). CIS also uses the [Developmental Relationship Framework](#) (by Search Institute) as a complement. The Developmental Relationship Framework includes components of expressing care, sharing power, providing support, expanding possibilities, and challenging growth.

Similar to CIS, Shelby County Schools Mental Health Center (SCSMHC) is also using a multi-tiered system of support for the students, which will be coordinated with the work of the PCS at Northaven, Westside, and MBA to reach as many students in need as possible. Tier I focuses on the behavioral and social needs of all students across the school environment. Tier II involves delivering more targeted interventions for approximately 10-15% of students with

greater needs. Tier III includes individualized interventions for approximately 3-5% of students who have intensive needs. Tier III interventions involve the implementation of specialized, one-on-one systems for students. SCSMHC offers their services to all students of the district irrespective of socio-economic or educational status. A written referral is required for all Tier 2 and Tier 3 mental health interventions. Mental health referrals will be made by the school guidance counselor, acting on behalf of a teacher, school administrator, or parent/legal guardian, and ideally under the guidance of a school-based team, i.e., Student Referral Team (SRT), Student Support Team (SST), or Individualized Education Program (IEP) Team. However, parents and students may also request services on their own. Since Memphis' Allies, a collaborative initiative bringing together community groups and resources to create safer neighborhoods in Memphis and Shelby County, is one of the partners in SCCSP, they will receive Tier 3 referral from either CIS or SCSMHC, and provide youth in SCCSP with specialized interventions.

Serving underserved students. CIS is one of the hub partners of Driving the Dream (DTD)'s Care Coordination Hubs. Therefore, CIS PCS can easily refer parents and students who need the most help to appropriate agencies, non-profits, businesses, and institutions that provide SEL, academic, or career development services. The hub itself contains several agencies that are equipped with providing support for underserved students. For example, one of the participating agencies in the DTD hub is Literacy Mid-South, which provides tutoring and learning programs for English language learners and elementary students before or after school time. Another participating agency, AGAPE, provides homeless families and their children with housing programs, counseling, opportunities for faith engagement, life skills, parenting skills, job readiness training, and budgeting guidance, to name a few. In collaboration with Safe & Secure

Tennessee (the 1st Shelby County Collective), three of CIS program leaders have been selected to participate in the Trust-Based Relational Intervention (TBRI) practitioner training program, an attachment-based, trauma-informed intervention designed to meet the complex needs of vulnerable children. These leaders will serve as lead trainers for the PCS and entire CIS staff as CIS continues to develop social, emotional, and academic competencies and become more trauma-informed in all phases of work.

In addition to CIS, Youth Villages, lead agency of Memphis Allies, has a track record of supporting underserved students in Shelby County, and will provide direct crisis management services to youth, helping partners reduce juvenile crime. Statistics show that most of the crimes happened in the most economically disadvantaged neighborhoods in Shelby County. The average number of juvenile detention cases on any given day is 20% higher than that of 10 years ago (53.25 cases in 2021 compared to 43.08 cases in 2011). By providing life coaches, clinical specialists, case managers, intervention and prevention services to the most high-risk adults and youths, Memphis Allies helps ensure that these groups have the resources they need to thrive despite economic or mental health challenges.

Lastly, as a system administrator, S2 will provide data analysis for SCCSP's SEL efforts, documenting the most promising practices, and facilitating the conversations to scale up those practices across SCCSP partners who provide interventions to students.

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

As described on Page 50, SCCSP partners are working with Youth Villages and the Memphis Allies initiative with the aim to reduce homicides by 30% in the next four years.. Memphis Allies and SCCSP partners believe that the solution to community safety lies primarily

within the community itself. Collaborating with leaders and organizations, identifying empowering opportunities for their continued success and expanding effective services are integrative strategies to meet the needs of our community.

Memphis Allies seeks to transform the systems and circumstances that create violence through physical revitalization (e.g., restoring and reinvigorating public spaces), economic revitalization (e.g., through support for neighborhood community development corporations) and elevation of opportunities for criminal justice and policy reform. A formal partnership between Memphis Allies and SCCSP is an investment in systems-level change that is much more than a means to reduce violence in the longer term. It is essential to our vision for a Memphis in which all children, families and neighborhoods are cared for and can thrive. Memphis Allies supports law enforcement's public safety goals by providing life-changing services to adults and youth at the highest risk of involvement in violence. The police and judicial system must play if Memphis is to be successful. It will take all of us.

To steer this work, Youth Villages has developed a program model that combines street outreach and life coaching with intensive clinical services and case management. SWITCH (Support With Intention To Create Hope) will identify, connect with, and serve individuals (adults and youth) at highest risk of involvement in violence. This approach is informed by research demonstrating that: 1) a small number of individuals typically drive the majority of a city's violence; 2) most of those individuals have common risk factors, such as having been recently shot themselves; and 3) that intervening with intensive services can reduce violence.

Memphis Allies brings unique assets to confront violence. These assets include: 1. Exceptional partner organizations—the "Allies" that comprise Memphis Allies. 2. Understanding that change is possible in other communities, Memphis Allies has experts familiar with those

successes advising the team. 3. Youth Villages, as backbone to Memphis Allies, has significant experience scaling services through partnerships; measuring data and implementing evaluation; and securing sustainable financing.

Over the next four years, Youth Villages will scale Memphis Allies' services, reaching more than 2,000 youth and adults in our city at highest risk of involvement in violence. Memphis Allies launched in the Frayser and Raleigh neighborhoods because based on analysis demonstrating this area experiences violence most acutely. The greatest priorities as the initiative scales throughout the city will be:

Delivering successful services. Creating city-wide change starts with delivering quality services for participants, which requires 1) identifying the highest-risk individuals, 2) engaging them in relationship-based services and 3) supporting staff with the training and resources they need. Memphis Allies will build systems of learning to understand the impact of our services and make changes to enhance it.

Collaborating with the public sector. Memphis Allies is developing mutual partnerships based on data sharing to understand not only who experiences violence and where, but also why it is occurring, to inform more effective solutions.