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INTRODUCTION

Founded in 1853 in New York City, Children's Aid (CA) is one of the oldest and most established non-profit organizations in the country. Although both New York City (NYC) and poverty have changed drastically since the 1850s, CA has continuously evolved to meet the changing needs of children, youth, and families, pioneering many social programs that have found universal traction worldwide. We were one of the original advocates for Community Schools, establishing our first community school model program in 1992; we currently serve as the lead organization in 20 Community Schools. In 1994, we founded the National Center for Community Schools (NCCS), a technical assistance organization that supports the development of community schools. NCCS has assisted in the establishment of community school initiatives involving more than 15,000 schools across the United States and 73 other countries.

Our work is targeted to support four low-income NYC communities including the South Bronx, an economically challenged community with low educational attainment, residents who struggle with language and cultural barriers, a history of poor physical and mental health, widespread crime and violence, and food scarcity. However, the community and its schools have demonstrated resilience, creativity and a sense of shared history and purpose that drive them forward. The area also has multiple resources, including Montefiore Medical Center, the CA Bronx Health Center, Food Bank for New York City locations, the New York Junior Tennis & Learning (NYJTL) Cary Leeds Center and much more.

Figure 1: Map of Proposed Full-Service Community Schools and Resources
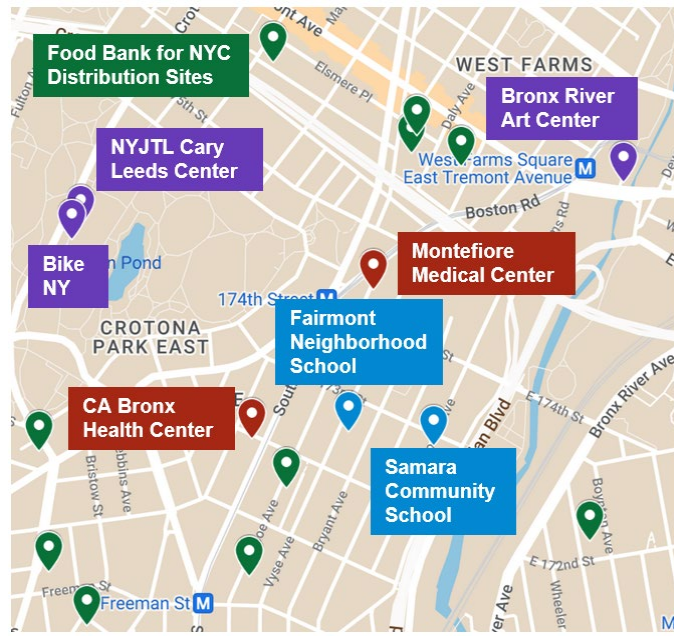
Building on these community strengths, and in support of young people and families in the South Bronx, CA has formed a Consortium that includes P.S. 314 Fairmont Neighborhood School (Fairmont), P.S. 458 Samara Community School (Samara), NYC Department of Education's Office of Community Schools (OCS), Lehman College, Montefiore Medical Center, Jumpstart for Young Children, RethinkEd, Food Bank for New York City, Bike New York, New York Junior Tennis & Learning (NYJTL) Cary Leeds Center, Sweet Water Dance & Yoga, and Bronx River Art Center. The Consortium is proposing to establish a Full-Service Community School (FSCS) Initiative and transform two neighborhood elementary schools in the Morrisania section of the Bronx, which is located in Bronx Community District 3, into full-service community schools (FSCS) under *Absolute Priority 1 Schoolwide Program Eligibility*; *Absolute Priority 3 Capacity Building and Development Grants*; *Competitive Preference Priority 1 Meeting Student Social, Emotional and Academic Needs*; and *Competitive Preference Priority 2 Strengthening Cross Agency Coordination and Community Engagement to Build Systematic Change*.

SELECTION CRITERIA 1: NEED FOR PROJECT

A. PROJECT WILL PROVIDE SUPPORT, RESOURCES, AND SERVICES

With a long-standing mission to help children in poverty succeed and thrive, CA is driven by a firm belief that the delivery of holistic services to children and families, as well as connection to resources in their communities, are crucial to fostering academic success and improved economic outcomes for low-income children. The proven-effective CA community school strategy exemplifies our agency's investment in improving educational, social-emotional, health and family outcomes, and is an important tool in the CA cradle-to-career pipeline. Launched in 1992 in a formal partnership with the NYC Department of Education (DOE), the CA community school model is based on a developmental triangle that requires a) the effective coordination of school and community resources in support of a strong instructional program; b) expanded learning opportunities to further enrich the school day and support student engagement; and c) services designed to remove barriers to students' learning and healthy development so that they can thrive academically and socially. Our successful experience is evidenced by our current portfolio of 20 community schools in NYC, many of which have undergone evaluations demonstrating improved outcomes across multiple domains, as well as the 15,000+ national and international adaptation sites that have received technical assistance from the NCCS. Through continued implementation, assessment, and refinement of our model over the last 30 years, we have developed the following Community School framework:

Figure 2: CA Framework
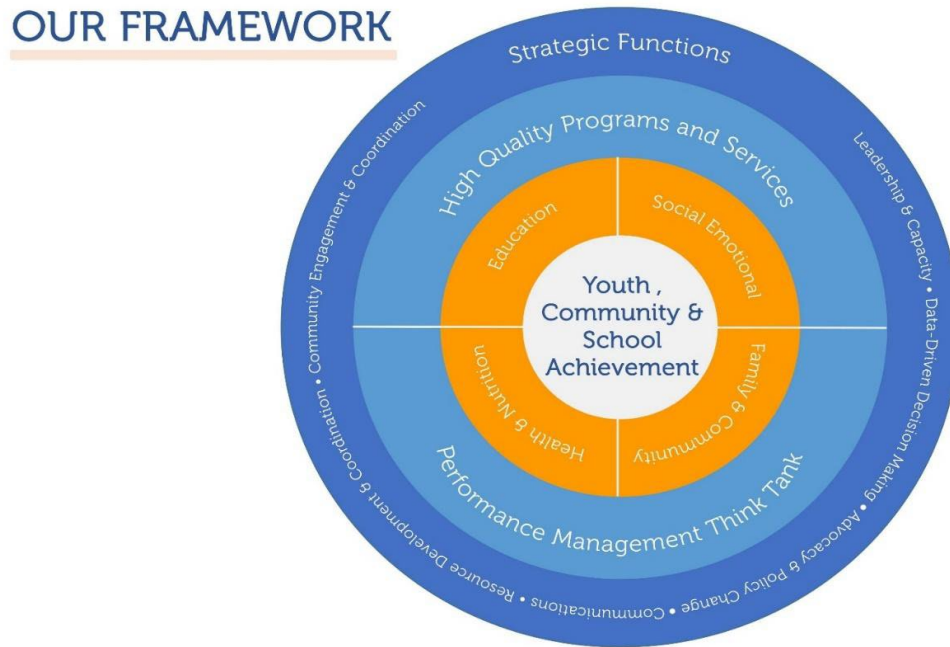
Education is a central component of our community school strategy, and takes place during the school day and out-of-school time programming. Educational supports include the use of evidence-based curricula and project-based learning activities; opportunities for self-expression through the arts; fitness, and nutrition activities; life skills development; and youth leadership. These activities enable young people to discover interests and talents under the guidance of caring adults. In addition, CA Youth Advocates work to reduce chronic school absenteeism, ensuring that students do not miss out on school days and opportunities to learn.

Family and Community Engagement is a cornerstone of the CA community school model and is based on the research-informed premise that students whose parents support, monitor, and advocate for their education are more successful in school.[1] Our model is culturally responsive and provides multiple entry points for meeting parents/caregivers at their level as well as a range of opportunities for parents to engage with, support, and strengthen their school. The key

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components of CA's family engagement model include a Parent Engagement Coordinator (PEC); family events, workshops, classes, and training; and advocacy efforts.

Social Emotional Learning (SEL) has always been a critical program element, but has taken on even more importance as students struggle to rebound from the COVID-19 pandemic. To meet these SEL needs, we implement curricula and a range of activities that help children develop the socialization, critical thinking skills, and self-confidence needed to achieve life success. We employ evidence-based tools to assess needs and track progress, including the Devereux Student Strengths Assessment (DESSA) that measures 8 SEL competencies aligned to the CASEL framework: self-awareness, social awareness, self- management, goal-directed behavior, relationship skills, personal responsibility, decision-making and optimistic thinking. These tools are complemented by an overarching philosophy and set of expectations reinforced by staff.

Health and Nutrition services are also provided to students and families; in 2022 we provided 45,443 health visits, including 17,756 for mental health. By providing primary health care, behavioral health care, chronic illness management, health education, and family outreach, regardless of ability to pay, our programs remove barriers to learning, decrease absenteeism, prevent parents from missing work, and reduce inappropriate emergency room use.

The **involvement of community stakeholders** – school principals, teachers and staff, parents, students, community members, program staff, and partners – customizes this model to best meet local challenges, leverage community strengths, and achieve desired outcomes.[2] Through collaborative practices we ensure stakeholders are true partners in creating a thriving school community and addressing social inequalities; this collaboration also promotes long-term program sustainability.

Critical program domains of the CA Community School model include:

Figure 3: CA Framework Domains

Education

Activities
- Project-based learning in school and afterschool
- Academic Mentors
- Success Mentors
- Weekly Attendance Team

Monitoring & Evaluation
- Interim ELA & Math Assessments (I-Ready, NWEA, MAP, STARS)
- ELA and Math Report Card Grades
- Unit Assessments
- Weekly Attendance
- Student Surveys

Outcome Instruments
- NYS ELA Exam
- NYS Math Exam
- NYCDOE ATS Attendance

Outcome Indicators
- ELA Proficiency
- Math Proficiency
- Annual Attendance
- Chronic Absenteeism
- On-time grade promotion

Outcomes
- Strong Reading & Writing Skills
- Strong STEM Skills
- Successful School Transitions

Social-Emotional

Activities
- Trauma Informed Practice
- Thoughtful Classroom, Sanford Harmony, Mind in the Making
- Restorative Practices and Discipline
- Adventures in Peace Making
- SEL Groups with evidence-informed curriculum (RethinkEd, Hello Insight, DESSA)
- POWER
- PBIS/MTSS

Monitoring & Evaluation
- DESSA Percentile Ranks
- Weekly Incident Reports
- SEL Curriculum
- Weekly Rubrics

Outcome Instruments
- DESSA
- NYC DOE School Survey
- NYC DOE ATS Attendance

Outcome Indicators
- DESSA Percentile ranks for each of the 8 competencies
- NYC DOE School Survey Supportive Environment Responses
- Suspensions
- Incident Reports

Outcomes
- Mastery of age-appropriate SEL skills
- Supportive school climate

Health

Activities
- Individual and group counseling
- Mental health screening
- Mental health referrals
- Health awareness campaigns
- Primary care and annual physicals
- Vision screenings

Monitoring & Evaluation
- Completed Counseling
- Counseling Case Notes
- Health clinic enrollment and visits
- Mental Health Referrals
- % with asthma
- Engagement in health programming

Outcome Instruments
- Enrollment
- Record Referrals field in CSIS
- Clinic Records
- CA Survey

Outcome Indicators
- Mental health referrals
- Food Security (from CA survey)
- Vision Screenings (#, % students receiving, #, % getting glasses)
- Dental Screenings (students receiving, getting follow up or services as needed)
- Annual Physical
- Immunizations

Outcomes
- Knowledgeable about options to improve health
- Strong physical and mental health

Family/Community

Activities
- Parent council, PTA
- Parent-teacher conferences
- Translation services
- Needs Assessment, with youth/parent/ family input on content
- Parent workshops based on Needs Assessment (e.g. job training, continuing ed., ESL, GED, adult literacy, attendance etc.)

Monitoring & Evaluation
- Attendance at parent-teacher conferences
- Attendance at parent workshops
- PTA activities
- Needs assessment responses

Outcome Instruments
- CA Survey
- NYCDOE School Survey
- Service/events tracker in CSIS

Outcome Indicators
- Strong Family and Community ties & Trust responses from NYC DOE School survey
- Parent Leadership & Empowerment (CA Survey)
- Satisfaction with parent/family services
- Parent/family engagement/ those receiving services

Outcomes
- Informed and engaged parents
- Parent leadership & empowerment
- Positive parent, youth & school relationships

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B. COMMUNITY TO BE SERVED

CA proposes to establish FSCSs at two schools in the Morrisania section of the South Bronx in NYC. While once populated by working class families, in the latter half of the 20th century the South Bronx became the poster child for inner city decay. The area's implosion was caused by a deadly combination of white flight, landlord abandonment, economic changes, crime, and the construction of the Cross Bronx Expressway, an urban planning project that devastated local neighborhoods and displaced thousands of residents from their homes. Over 40% of the South Bronx was burned or abandoned between 1970 and 1980, with 44 census tracts losing more than 50%, and seven more than 97%, of their buildings to arson, abandonment, or both.[3] As attributed to famed sports announcer Howard Cosell, the South Bronx acquired a tagline at this time, "The Bronx is burning."

Since then, the South Bronx began to slowly stabilize. In the years preceding the COVID-19 pandemic, it attracted new residents, particularly immigrants, at a higher rate than any other borough and experienced solid improvement in employment and new businesses.[4] However, families remained poor, schools stayed under-resourced, crime was widespread, and housing costs became even more of a burden to residents.[4] Then came the COVID-19 pandemic. More than 70% of Bronx residents worked in essential or frontline industries, meaning they faced the potential calamity of increased risk of virus exposure and loss of employment.[4] In the shared zip code where our two proposed schools are located (10460), one out of two people was diagnosed with COVID-19, and one out of 68 people died.[5] The effects of COVID-19 have lingered – 28% of Bronx adults who said they had COVID-19 reported experiencing lingering symptoms, the hallmark of long COVID.[6]

Today, the Bronx remains the poorest community in New York State and one the poorest in the United States.[7] In Bronx Community District 3 (CD3), which encompasses Morrisania, the 2021 median household income was just ███████, a 32% drop from ███████ in 2019.[8] Despite the high cost of living in NYC, 28.9% of households in CD3 have an annual income of less than ███████[8] which amounts to an income of less than ████ per week. 35.8% of CD3 residents live in poverty, as do 41.7% of children under the age of 18.[8] The effects of living in poverty extend beyond lack of resources – research shows that individuals living in poverty experience mental and physical issues at a much higher rate than those living above the poverty line.[9] Children in poverty experience worse developmental outcomes, particularly cognitive development and educational outcomes, when they experience early poverty, longer durations, and higher concentrations of poverty in the community, leading to worse child outcomes.[9]

Another local challenge is educational attainment. Only 14.1% of residents in CD3 have a B.A. degree or higher, the fourth lowest rate among the 59 NYC Community Districts.[10] Over thirty-four percent (34.1%) of community residents have not even completed high school,[10] making them vulnerable to a continuing cycle of unemployment and poverty. This is a worrisome forerunner for CD3 children; studies show that higher levels of education contribute to increased income levels, better health, and the likelihood that higher education will be attained for the next generation.[11]

In addition, many community residents struggle with language and cultural barriers. 31.7% of CD3 residents are foreign born, and 25.9% have limited English proficiency.[10] However, these statistics were compiled before the recent surge of immigrant to the NYC area – from March 1 through May 31, 2023, 38,765 migrants arrived in NYC – more than double the number of immigrants compared to Los Angeles, the second highest area in the nation.[12] Many

recent arrivals have found their way to the Bronx. As they struggle to adjust to life in a new country, many immigrants have little understanding of how schools in the United States operate and have limited ability to support their children in school.

The Bronx is also experiencing a dramatic surge in violence – to date in 2023, seven (7) murders have been committed in the Bronx's 42nd precinct, home to our two target schools - more than double the three (3) murders committed in the same time frame last year. So far in 2023 there have also been 19 rapes, 198 robberies, 342 felonious assaults, 97 burglaries, 251 grand larcenies and 225 grand larcenies/auto in the 42nd precinct – and this precinct serves an area of just 1.09 square miles.[13] As a result, CD3 has the third highest incarceration rate in NYC.[14]

Health challenges also abound in our community. The Bronx has consistently been named the least healthy county in New York State in terms of both health outcomes and health factors.[15] Adults and children in CD3 struggle with both poor health and insufficient access to health resources. Asthma is a particular scourge. Children living in the Bronx have higher rates of asthma-related emergency department visits and hospitalizations compared to all other NYC boroughs. CD3 has a rate of 377 child asthma emergency room visits per 10,000 children ages 5 to 17, nearly double the NYC rate of 195 per 10,000 children.[14] Its avoidable hospitalization rate of 1,348 visits per 100,000 children ages four or younger is more than double the NYC rate of 623 per 100,000. The adult avoidable hospitalization rate is also more than double the NYC rate.[14] Asthma is not the only challenge – 25% of children and 41% of adults in CD3 are obese, while 16% of adults have been diagnosed with diabetes and 35% have hypertension.[14]

Mental health is also a critical local need. Research has found that the highest poverty neighborhoods have over twice as many psychiatric hospitalizations per capita as the lowest

poverty neighborhoods in NYC.[16] The psychiatric hospitalization rate in CD3 is 1,450 per 100,000 adults – more than double the NYC rate of 655.[17] Even before the COVID-19 pandemic, the South Bronx had the highest estimated rates of depression in NYC.[17] Post COVID-19, rates have climbed alarmingly – recent research shows that 28% of adults with children in their household reported the emotional or behavioral health of at least one child had been negatively affected by the pandemic in the past two months.[18] Meanwhile, the NYC Public Schools struggle to provide mental health services.[19] A 2022 audit by the New York State Comptroller found that across NYC Public Schools, over 80% did not meet the recommended social-worker-to-student ratio of 1:250 and 423 public schools did not have a social worker at all.[19]

Community health is also undermined by lack of access to healthy food. Across New York State, the Bronx has the highest county rate for food insecurity at approximately 22%.[15] One in four residents in the Bronx faces food insecurity, 1.7 times the state average.[20] In 2021, Bronx County ranked 7th in the nation in the number of food insecure children (111,740).[21] According to the most recent data available, 69.9% of households in CD3 receive SNAP benefits to help them access food; however, their options are often slim.[8] For every supermarket in CD3 there are 8 bodegas, which are much less likely to offer healthy food options.[14] Overall local statistics show:

Table 1: NYC Bronx Community District 3 Key Characteristics[10,22]

Key Characteristics	Bronx CD 3	Bronx	New York City
% Hispanic Residents	61.0%	56.6%	28.9%
% Black Residents	35.8%	44.3%	23.4%
% Asian Residents	0.8%	4.8%	14.2%

% White Residents	1.2%	8.7%	31.9%
Foreign Born	31.7%	34.2%	36.3%
Limited English Proficiency	25.9%	26.0%	22.0%
% Residents in Poverty	35.8%	26.4%	17.0%
Median Household Income	■■■■	■■■■	■■■■
B.A. Degree or Higher	14.1%	20.9%	39.6%
No High School Degree	34.1%	25.9%	16.8%
Unemployment Rate	6.6%	6.3%	4.4%

Based on these characteristics, the Citizens Committee for the Children of New York (CCC) ranks CD3 as the third riskiest community of the 59 Community Districts that comprise NYC.[8] CCC's Community Risk Ranking combines data across multiple dimensions of child well-being – economic security, health, housing, education, teens and youth issues, and family and community – to provide a better understanding of risks to child well-being across NYC's 59 CDs. In each of the domains addressed, CD3 is near the bottom:

Table 2: Citizens Committee for the Children of NY: Bronx CD 3 Risk Rankings

Subcategory	Data included in determining rank	Risk Rank (of 59 CDs)
Economic Security	Poverty, income, labor force, income supports, financial security, economic resources	3

Housing and Homelessness	Housing availability and affordability, housing conditions, homelessness	5
Health	COVID-19, General Health, Infant and Maternal Health, Asthma, Insurance, Nutrition and food security, mental health and other services, early interventions, environment, health resources	11
Education	Student characteristics, School characteristics, Student performance metrics, Graduation outcomes	3
Youth	Teen births, Teen unemployment and idleness, juvenile justice	4
Family & Community	Abuse and neglect, Prevention, Foster Care, Domestic Violence, Community safety	2

C. SCHOOLS TO BE SERVED

After conducting a needs assessment of CA's school partners, two schools – Fairmont and Samara – were selected to be part of this proposal and be transformed into FSCSs. Both schools are eligible for school-wide services as defined by Section 1114(b) of the ESEA; both are Title 1 schools with 94% (Fairmont) and 98% (Samara) of students who are disadvantaged.[23] Therefore, this proposal is eligible for funding under: **Absolute Priority 1.**

Fairmont has an emphasis on STEAM learning, and was until this year, designated by New York State Education Department as a Comprehensive Support and Improvement (CSI)

school, meaning it ranked in the bottom 5% of public schools in the state. Samara is a dual language (English/Spanish) school, with an emphasis on the arts, language, and project-based learning. The two schools are located blocks apart in NYC Department of Education's Community School District 12, and until 2022 were co-located in the same building. CA has served as a partner to both schools since 2014 and currently provides a multitude of services including afterschool programming, summer camp, holiday programming, attendance support, and enrichment activities. As a result, the principals, school day teachers and staff, and CA staff have strong pre-existing relationships upon which we can build FSCSs.

Capacity: Both schools are led by visionary principals who have decades of experience working in low performing NYC schools and are fully committed to their students and families. Each principal has built an experienced academic team that has high expectations for their students and each school currently offers an array of SEL and family supports. Each school also has strong leadership structures in place including existing School Leadership Teams (SLT) as well Safety, Attendance, and Building Response teams.

Both schools are also experienced in many of the pipeline services to be offered under the FSCS proposal. Fairmont currently offers Pre-K 3- and 4-year-old classes, while Samara offers programming for Pre-K 4-year-olds. CA operates an enriching afterschool program at Fairmont that is also attended by Samara students. Family activities such as engagement programs in cooking, archery and gardening, special events, and Literacy and Math Diners (monthly dinners that also address specific topics with parents such as phonics, fluency, fractions, division, etc.) are provided to families at both schools. Emergency assistance and other needed support is offered through CA's long-standing partnership with the New York Times's Neediest Cases

Fund. In sum, Fairmont and Samara have both the capacity and experience to implement a FSCS program as well as the skills and commitment to succeed.

Trust: Another reason these schools have been selected for this project include the demonstrated trust of parents and caregivers. According to the 2022 NYC School Survey, 99% of parent respondents at Fairmont agreed that "this school makes an effort to reach out to parents to engage them in the processes of strengthening student learning," while 97% of parents at Samara agreed.[24] Additional survey results include:

Table 3: NYC School Survey 2022 Family Results

Survey Question	Fairmont Results (159 respondents)	Samara Results (149 respondents)
The principal/school leader at this school promotes family and community involvement in the school.	98%	97%
I feel respected by my child's teachers.	97%	100%
Leaders at this school nurture individual agency and build collective capacity from teachers, parents, school community leaders, and students around a common vision of reform.	98%	98%

Needs: Despite the range of supports offered at the schools, as well as individual and community strengths, students still struggle with a variety of challenges. To meet the full range of their needs, and the needs of their families, we want to expand on current CA work and implement a highly structured and cohesive FSCS model that includes community voice, coordinates services,

leverages strengths, and addresses identified needs. An overview of school characteristics shows

that students need such a model:

Table 4: Fairmont and Samara School Demographics[23]

	Fairmont (2021-2022)	Samara (2021-2022)
Enrollment	229	220
Grades Served	Pre-K - Grade 5	Pre-K - Grade 5
% Asian students	0%	0%
% Black students	38%	11%
% Hispanic or Latino students	61%	88%
% White students	1%	<1%
Economic Need Index (poverty measure)[25]	94%	98%
English Language Learners (ELL)	14%	20%
% of ELL who are Newcomers (in the country 3 years or less)	73.9%	5%
Students with IEPs	34%	22%
Students in Temporary Housing	18%	11%
Chronic Absenteeism Rate	56.3%	32.0%
% Students mid or above grade level ELA (i-Ready data)[26]	9%	29%
% Students early on grade level ELA (i-Ready data)[26]	9%	16%

Students one or more grade level below grade level ELA (i-Ready data)[26]	82%	55%

As Table 4 shows, critical needs at Fairmont and Samara include:

- *Poverty:* Both schools serve very low-income populations; 94% of students at Fairmont and 98% at Samara are from low-income families. Socioeconomic status has been proven to have significant impacts on children, resulting in low academic achievement, higher behavior problems and chronic absentee rates, and poor mental and physical health.[9,27,28]

- *English Language Learners (ELL) and Newcomers:* A significant portion of students are ELL who often struggle to understand school materials and communicate with teachers. 73.9% of ELL students at Fairmont are Newcomers (ELL students who have received ELL services for 3 years or less)[29] while 20% of Samara students are ELL, and of those, 5% are Newcomers. These students need a comprehensive range of supports as they adjust to a new country. Research has found that "school transfer is among the biggest academic risks faced by immigrants"[30] and that even changing schools within the same school district can impact a student's academic achievement.[30] It is no surprise that this is amplified when considering a change in an entire school system structure in a different country.

- *Disability:* More than one-third of students at Fairmont and nearly a quarter at Samara have Individual Education Plans (IEPs) because they have a disability that affects their performance in school and/or ability to benefit from the general education curriculum. Students identified as having a disability are more likely to be chronically absent – and this has proved true at both schools. At Fairmont, the 61.3% chronic absentee rate for

students with disabilities is over 10% higher than the 52.6% rate of students without

disabilities.[23] Consistent with research, Samara students with disabilities also have higher

rates of chronic absenteeism (30%), when compared to their peers (27%).

- *Homelessness:* Both schools serve Students in Temporary Housing (homeless students)

    who often attend school irregularly because of the challenges their families face.

    Research prior to the COVID-19 pandemic showed that children who are homeless have

    poor academic achievement and problems in classroom engagement when compared to

    their housed peers.[31] These young people were hit particularly hard by the COVID-19

    pandemic, with many struggling to attend classes remotely from shelters that lacked

    reliable internet access, and could no longer rely on school buildings for crucial services

    like daily nutritious meals and counseling.[32]

D. GAPS IN OPPORTUNITIES

CA has been partnering with Fairmont and Samara school leadership and local partners to

address the needs of students, families, schools, and the community each year since 2014. As

part of the development of this proposal we have implemented an initial Assets & Needs

Assessment to determine specific gaps to be addressed by the FSCS program that include:

Table 5: Gaps in Opportunity

Gaps in Academic Opportunity
Gap 1: School <u>attendance support</u> exists but needs to be expanded
Gap 2: Need for targeted <u>academic support</u> and educational enrichment during school and out-of-school time surpasses current capacity

Gap 3: Support for <u>early childhood learning</u> exists but needs to be continued and expanded
*Gap 4***:** Lack of <u>transitional support</u> for families and students transitioning from Pre-K to K and from elementary school to middle school
Gaps in Social Emotional Learning and Violence/Crime Prevention Opportunity
Gap 5: Positive <u>social emotional learning</u> and <u>behavior intervention</u> practices exist but need to be fully integrated and expanded within the school communities
Gap 6: Lack of <u>violence and crime prevention</u> initiatives and staff capacity to address problematic behaviors
Gaps in Meaningful Community and Family Engagement and Resource Coordination
Gap 7: <u>Family and community engagement</u> in our schools is limited
Gap 8: Need for <u>social, health, nutrition, and mental health services and supports</u> for both students and parents surpasses current offerings
Gap 9: <u>Cross agency coordination and collaboration</u> exists but is limited and informal

Gap 1: **School <u>attendance support</u> exists but needs to be expanded**

Despite existing support of school attendance teams, school chronic absenteeism rates are high. Over half (56.3%) of students at Fairmont are chronically absent, while 30.1% of students at Samara are chronically absent. Research shows that chronic absenteeism is linked to reduced student achievement, social disengagement, and feelings of alienation.[33,34,35] Over the long term, it is correlated to increased rates of high school dropout, adverse health outcomes and poverty in

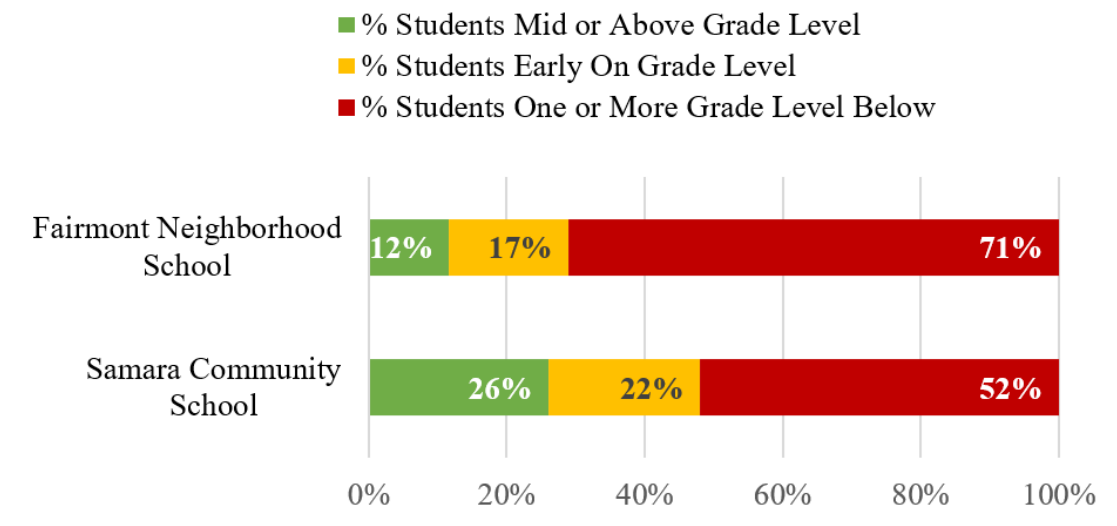adulthood, and an increased likelihood of interacting with the criminal justice system.[36,37]

Students who are chronically absent in kindergarten and first grade are less likely to read on

grade level by the third grade, and students who cannot read at grade level by the end of third

grade are four times more likely than proficient readers to drop out of high school.[37]

Gap 2: **Need for targeted <u>academic support</u> and educational enrichment during school and**

out-of-school time surpasses current capacity

Academic performance by Fairmont and Samara students is very low. Due to disruptions related

to the COVID-19 pandemic, data from state-wide standardized tests is not available. However,

both schools utilize i-Ready data to assess student achievement levels and progress. Data from

the 2022-2023 school year shows that most students are far behind in both Reading and Math.

Figure 4: Reading/Early Literacy: i-Ready Proficiency Assessments June 2023

i-Ready Reading Proficiency Diagnostic Assessments
Student Results June 2023

- ■ % Students Mid or Above Grade Level
- ■ % Students Early On Grade Level
- ■ % Students One or More Grade Level Below

School	% Mid or Above	% Early On	% One or More Below
Fairmont Neighborhood School	12%	17%	71%
Samara Community School	26%	22%	52%

Challenges with reading are spread across all grades:

Table 6: Students Behind Grade Level on I-Ready Reading Proficiency, by Grade

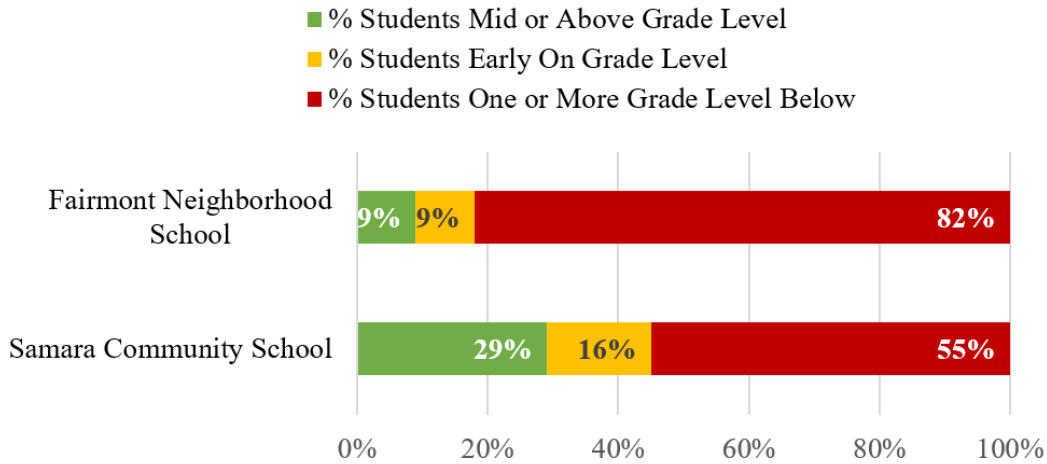|	Fairmont	Samara
K	63%	18%
1	84%	66%
2	63%	62%
3	62%	33%
4	79%	63%
5	83%	72%

Research shows that lack of literacy in the early grades can have dramatic effects. In fact, long term academic success can be predicted as early as the end of third grade.[38] Children who are not reading at grade level by this time are significantly less likely to graduate from high school compared to their peers. In turn, as adults, low literacy levels are all too likely to trap them in low-paying positions with no path for advancement. In addition, poor literacy is also linked to behavioral challenges[38] and poor health outcomes[39] including mental health problems.[40]

Math: Similarly, math scores at our target schools are dismal; for example, 96% of Fairmont's first grade students are already behind grade level.

Figure 5: Mathematics: i-Ready Proficiency Assessments June 2023

i-Ready Mathematics Proficiency Diagnostic Assessments
Student Results June 2023

Legend:
- % Students Mid or Above Grade Level
- % Students Early On Grade Level
- % Students One or More Grade Level Below

Fairmont Neighborhood School: 9% | 9% | 82%

Samara Community School: 29% | 16% | 55%

Similar to literacy, poor math skills at school entry are associated with poor academic achievement in later grades.[41] Unfortunately, across all grades, math i-Ready scores are very low and at completion of fifth grade, 83% of students at Fairmont and 73% of students at Samara are behind grade level, leaving them unprepared for middle school. Such poor math skills have consequences, including high risk for school dropout, physical and mental illness, unemployment, and incarceration.[42,43] And given that the world is moving to a knowledge-based economy, it is going to become even more critical that students understand math principles. Again, math challenges cross all grades:

Table 7: Students Behind Grade Level on i-Ready Math Proficiency, by Grade

	Fairmont	Samara
K	71%	22%
1	96%	54%
2	89%	70%
3	67%	64%

23

4	85%	47%
5	83%	73%

Gap 3: **Support for <u>early childhood learning</u> exists but needs to be continued and expanded**

Early childhood education services also need expanding. Both schools house preschool on their campuses; Fairmont serves students in Pre-K3 and Pre-K4 and Samara has Pre-K4 classes. These classes are crucial to student success, but many young children struggle to acclimate to a classroom environment. They may face socialization challenges, organizational issues, difficulty working in a group, communication challenges, and much more.[41,44] They may also struggle to develop critical numeracy and literacy skills; if these challenges are not addressed, children are likely to fall further and further behind. Our schools simply do not have the capacity to provide the targeted, comprehensive support needed by many students during the preschool years.

Gap 4: **Lack of <u>transitional support</u> for families and students transitioning from Pre-K to Kindergarten and from elementary school to middle school**

Through our needs analysis we have found that transitions from Pre-K to kindergarten and Grade 5 to middle school have not been a focus of our schools' work; there has been little emphasis on providing formal support to assist students and their families in preparing for the logistical, curricular, and SEL challenges that result from this movement. Increased focus on these transitions is important because they are all too often key periods in a student's life where they may fall behind. Research emphasizes that transactions are challenging – in a 2022 study of 688 children moving onto kindergarten, researchers found that 72% experienced difficulties,[45] while additional studies have found that students moving from Grade 5 into middle school show a "sharp drop" in math and language arts achievement in the transition year that plagues them as

far out as 10th grade, even risking thwarting their ability to graduate from high school and go on to college.[46] Students with disabilities require additional supports in this transition,[46] as do students who are English Language Learners and Newcomers,[30] as well as homeless students.[31]

Gap 5: **Positive <u>social emotional learning</u> and <u>behavior intervention</u> practices exist but need to be fully integrated and expanded within the school communities.**

Both Fairmont and Samara employ the Positive Behavioral Interventions and Supports (PBIS) model that focuses on increasing positive behaviors and preventing unwanted behaviors, rather than solely responding to behavior incidents. This has been effective, as both schools report decreased behavioral challenges. However, due to the high level of needs, the schools are seeking to transition to a Multi-Tiered System of Support that will align academic, behavioral, and SEL supports to improve education for all students. One of the drivers of this transition is the results of the evidence-based DESSA assessment. Research shows that these competencies are associated with positive behavior, improved academic performance, and reduction in violent or criminal behavior.[44] Stagnant scores show that students have made little progress in advancing their SEL competencies. Only 21% of Fairmont and Samara students showed growth in their DESSA scores from Winter 2022 to Spring 2023. 60% of students remained in the same DESSA category and 20% declined. The following chart shows the percentage of students who were categorized as Need Instruction, Typical, and Strength in Winter 2022 and Spring 2023, demonstrating the lack of change at the aggregate level over the past year.

Figure 6: Student DESSA Scores: Winter 2022-Spring 2023
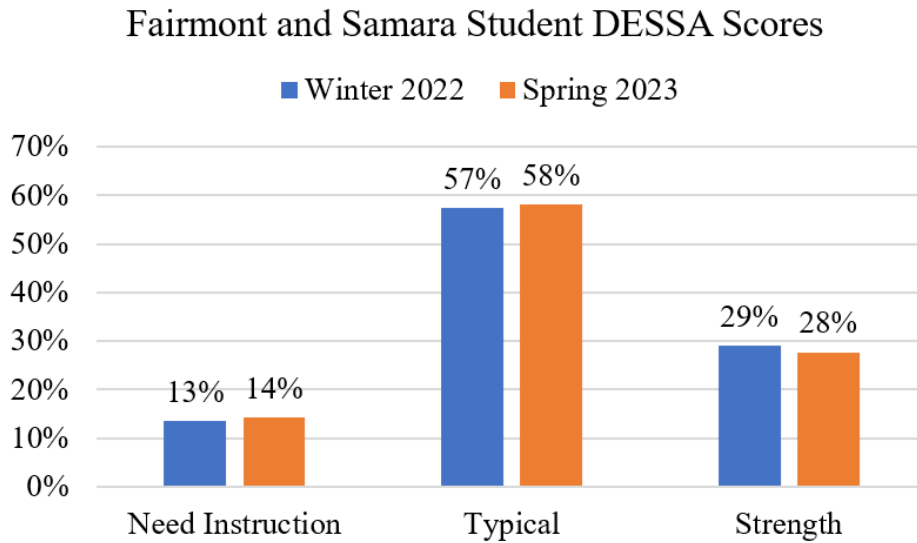
Fairmont and Samara Student DESSA Scores

■ Winter 2022   ■ Spring 2023

Gap 6: **Lack of <u>violence and crime prevention</u> initiatives and staff capacity to address**

problematic behaviors

Students at Fairmont and Samara are growing up in a violent world. As noted above, crime in the

local police precinct is extremely high; many crimes are committed by older teens and young

adults, with a significant portion involving gang violence. Too many young people in the South

Bronx are vulnerable to becoming victims of a crime or becoming gang members and

committing violent acts. Currently our schools do not have the capacity to do any work in this

area; however, research has found that violence prevention programs in elementary schools have

significant effects. In a recent systematic review of 53 studies, universal school-based violence

prevention programs were associated with reductions in violent behavior at all grade levels.[48]

Gap 7: **<u>Family and community engagement</u> in our schools is limited**

Despite the presence of a DOE Parent Coordinator in each of our schools, parent and family

engagement remain low. Through our Assets and Need Assessment, we have discerned several

reasons for this low involvement level: 1) parents, especially those that are new to the country,

do not understand the importance of their involvement; 2) lack of engaging activities that appeal to parents; 3) timing of activities; 4) inconsistent communication from schools to families; and 5) lack of perceived connection to the school community. Research supports many of these reasons as true deterrents to involvement.[49] The entire parent outreach program at our schools needs to be reimagined and realigned to meet both parent and student needs.

Gap 8: **Need for <u>social, health, nutrition and mental health services and supports</u> for both students and parents surpasses current offerings**

Largely due to economic and cultural adjustment challenges, families in our community struggle to access essential social, nutrition, and health services. Although physical health and nutrition are paramount to the daily needs of every child, children living in poverty are more likely to be food insecure which is associated with inadequate intake of several important nutrients, deficits in cognitive development, behavioral problems, and poor health.[50] Similarly, good mental health is essential because it allows children to think clearly, develop socially, and learn new skills. However, living in a poor or low-income household is linked to poor health and increased risk for mental health problems in children and adults that can persist across the life span.[51] Children and families in low-income communities also lack access to critical social services such as substance abuse support, victims' services, dental services, job readiness, etc.
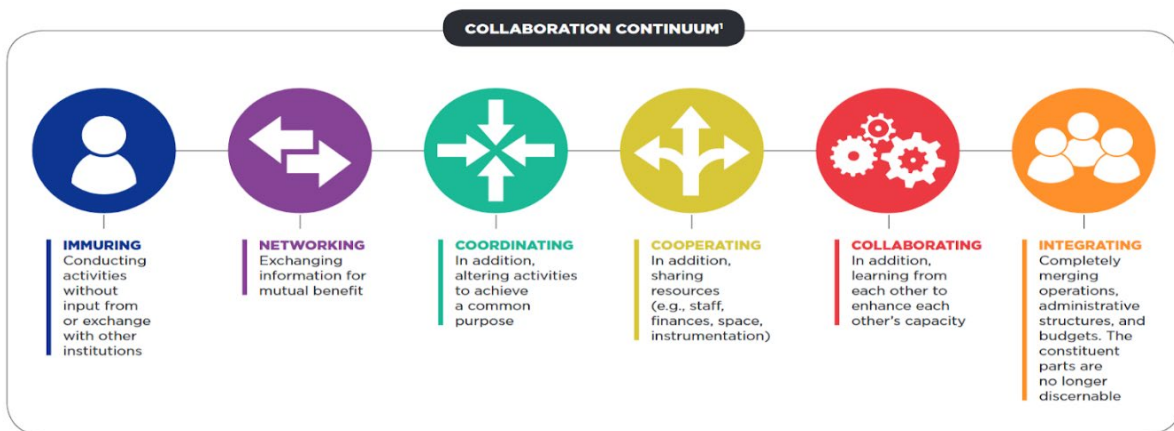
Participating schools currently offer annual vision and dental screenings for students, and CA's Go!Healthy program offers access to cooking and nutrition lessons. However, the schools have not had the ability to connect students and families with intensive, ongoing physical and mental health care or social services that address confounding factors like food and housing insecurity or domestic violence. Although these resources exist, there has been no formal infrastructure to coordinate these services and ensure they can be accessed by students at

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Fairmont and Samara and their families. Participating schools need a specific point of contact that they can reach out to for access to these services, as well as actual services that can be provided within the local community.

Gap 9: Cross agency coordination and collaboration exists but is limited and informal

CA has been a partner to Fairmont and Samara for nearly a decade, and many other local organizations have also offered services. While such organizations often work together to share space and address scheduling, they have not communicated about how to work together to address the needs of students and families, leverage each organization's strengths, and develop a comprehensive school support plan. Therefore, along the Community Collaboration Continuum developed by Arthur T. Himmelman,[52] current partner collaboration is only at the "Networking" stage where partners exchange information for mutual benefit.

Figure 7: Collaboration Continuum[53]

COLLABORATION CONTINUUM¹

IMMURING	NETWORKING	COORDINATING	COOPERATING	COLLABORATING	INTEGRATING
Conducting activities without input from or exchange with other institutions	Exchanging information for mutual benefit	In addition, altering activities to achieve a common purpose	In addition, sharing resources (e.g., staff, finances, space, instrumentation)	In addition, learning from each other to enhance each other's capacity	Completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable

Over the five years of the FSCS grant we intend to put into place structures, including partner meetings and systems for sharing information, that will allow us to progress through the Coordinating stage (exchanging information and altering services or program activities to achieve the common goal), Cooperating stage (sharing resources) and Collaborating stage

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(capacity enhancement) to reach the Integrating stage where partners work closely and effectively and share operational and administrative structures.

SELECTION CRITERIA 2: QUALITY OF THE PROJECT DESIGN

A. MEETING FUNDING PRIORITIES

The Consortium is applying for FSCS funding under Absolute Priorities 1 and 3 and Competitive Preference Priorities 1 and 2.

Absolute Priority 1: Schoolwide Program Eligibility

Absolute Priority 1 requires participation by two+ schools eligible for a schoolwide program under section 1114(b) of ESEA. This proposal meets this priority because both Fairmont and Samara are eligible for schoolwide Title IA programs; 94% of Fairmont and 98% of Samara students are economically disadvantaged

Absolute Priority 3: Capacity Building and Development Grants

Absolute Priority 3 requires that applicants propose projects to (a) conduct initial development and coordination activities, including extensive community engagement, that leverage the findings of their needs assessment to develop the infrastructure, activities, and partnerships to implement FSCS in two or more schools, and (b) gather data on performance indicators. The Consortium has already engaged in a preliminary needs assessment, as evidenced by the discussions in the Needs section above and *Selection Criteria 2 (A)(1)(4)(B)* below. If funded, we will build upon this assessment and continually collect and review need, implementation, and outcomes data throughout the project period to identify persisting and/or evolving needs, inform improvement efforts, and maximize impact. The implementation of FSCS at Fairmont and Samara will include the development and coordination of project infrastructure, activities and

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services, and partnerships that address identified needs. For example, CA has established 13 formal partnerships for this project and will continue to formalize and deepen community partnerships throughout the grant period.

Proposals under Absolute Priority 3 must address the following requirements:

(1) Description of the eligible entity

CA is a 501(c)(3) nonprofit organization that has provided comprehensive supports to children, youth, and their families in targeted high-needs NYC neighborhoods since 1853.

(2) Preliminary MOU

Together our Consortium has developed a preliminary MOU identifying all partners that will assist in the planning, development, coordination, provision, and evaluation of pipeline services in this proposed project. Included as a proposal attachment, the MOU also describes the roles and responsibilities of each partner, including services to be offered and roles in the project's broadly representative consortium. Partners include:

- Community-based non-profits: Jumpstart for Young Children, Food Bank for New York City, Bike New York, New York Junior Tennis & Learning (NYJTL) Cary Leeds Center, Sweet Water Dance & Yoga, Bronx River Art Center

- Local Education Agencies/Schools: NYC Department of Education's Office of Community Schools, Fairmont, Samara

- Institution of higher education: Lehman College

- Healthcare systems/providers: Montefiore Medical Center

- Funding: Lehman College (two federal Teacher Quality Partnership grants)

(3) Capacity to coordinate and provide pipeline services at two+ FSCS

For 170 years, CA has been a leading provider of comprehensive services that foster the holistic development of children living in NYC's most under-resourced neighborhoods. Today, we provide a range of programs and services to 50,000 children and families at 40+ sites annually across four target high-needs NYC neighborhoods. CA areas of focus include:

- *Academic and Social-Emotional:* Early childhood programs; school-day, after-school, and summer programs; and college and career readiness programs.

- *Health and Wellness:* Medical, behavioral, and dental healthcare; teen pregnancy prevention; fitness and recreation; and nutrition programs.

- *Family and Community:* Youth leadership and advocacy programs; family supports; foster care and prevention services; community building; and parent advocacy.

Our annual operating budget is ███████████ and our diverse revenue structure includes more than ██

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To ensure capacity and high-quality performance, CA is led by a diverse Board of Directors that has expertise across sectors such as finance, medicine, pharmaceuticals, and law as well as lived experience and community representation – two parents of children in our Head Start programs bring a first-hand perspective to our work. CA leadership is diverse, experienced in grant implementation and management, and committed to our work. Our organization has continually evolved to ensure that our programs are supported by a strong, modern-day

infrastructure. In fact, CA was recognized for exceptional management practices as a 2017

winner of the New York Community Trust's Nonprofit Excellence Awards. Multiple CA

departments work collaboratively to provide the programmatic, managerial, and financial

systems needed to guarantee oversight and facilitation of quality service delivery, including our

fiscal, talent management/human resources (TMHR), IT, and performance management

departments.

With the support of this organizational structure, we currently operate 20 community

schools in New York, managing all aspects of program development and implementation. At our

community schools, we hire a robust and experienced site-based staff; for this project staff will

include a full-time Community School Director (CSD) at each site; a full-time licensed master's

level social worker (LMSW) and a full-time Parent Engagement Coordinator (PEC) that will be

shared between the two sites; and eight additional (four per site) Youth Advocates who will

focus on attendance support and mentoring. We have been providing extensive services to

Fairmont and Samara since 2014 and currently have experienced staff in place that will support

our capacity to coordinate and provide pipeline services at our two proposed full-service

community schools.

(4) Comprehensive Plan

(A) The student, family, and school community to be served

Students attending the proposed FSCS schools are predominantly Black or Latino (99%).

Despite their strengths, many of these students and families face great challenges. 94% of

students at Fairmont and 98% at Samara come from low-income families. Many students and

families have limited English proficiency and speak Spanish at home.[10] A significant portion of

students have Individual Education Plans (IEPs) because they have a disability that affects their

performance in school, and both schools serve homeless children. Our schools are in Morrisania in the South Bronx, a low-income community that is composed primarily of Black and Latino residents, many of whom are new to the country. Basic demographic information is as follows:

Table 8: School, Community District, and Borough Demographics

	Fairmont	Samara	Community District 3	Bronx Borough
% Hispanic	61%	88%	61.0%	56.6%
% Black	38%	11%	35.8%	44.3%
% Asian	0%	0%	0.8%	4.8%
% White	1%	<1%	1.2%	8.7%

Please see Selection Criteria 1 Need for Project above for further detail on the students, families, and school community to be served.

(B) Plan for conducting the comprehensive needs assessment

The Consortium has conducted a preliminary assessment of school and community needs and assets based on conversations with school principals, parent coordinators, teachers, and other key school day staff. We have strong relationships with these stakeholders because we currently provide programming at both schools. We have also gathered data about each school through a review of reports including the NYC DOE's School Quality Reports, School Comprehensive Plans (CEPs), School Performance Dashboards, and School Surveys. We have examined data about the local community by accessing reports published by NYC municipal agencies such as the 2023 Statement of Community District Needs (CD3), Community Board Budget Requests, Community Health Profile (CD3), and the U.S. Census Bureau's American Community Survey.

Additionally, we also reviewed the Citizens Committee for Children (CCC) of New York's Keeping Track database. The initial identified needs are noted in *Selection Criteria 1* above.

However, we plan to conduct a deeper assessment during the program's first year. We will assemble an Assessment Team at each school that will consist of the school principal, members of the SLT, the FSCS CSD, parents, students, and other critical stakeholders as determined by the team. Team members will attend training offered by the National Center for Community Schools (NCCS), which was founded by CA in 1994 to provide support to community schools across the United States. NCCS provides extensive training on how to implement an assets and needs assessment as well as how to utilize the NYC DOE's OCS Assets & Needs tool. We will follow that tool's 4-phase collaborative planning process:

Phase 1: School-based Programs and Services Review: The Assessment Teams will examine the range of practices and services currently in the school and rate school performance in the following areas: School Culture and Climate, Attendance Practices, Expanded Learning Time, Family Empowerment, Health and Wellness, Collaborative Leadership, Special Populations, and Climate Preparedness. Data will be entered into an OCS online system for analysis.

Phase 2 Community Mapping: The Assessment Teams will explore the resources and supports that are available in the community including child and youth services, health and wellness resources, cultural/arts institutions, parks and other outdoor space, social services, food assistance, adult education, and housing resources. Services that appear accessible and that support community needs are entered into a Partner Inventory tool. Team members will also identify services currently being used by each school. Results will be entered into the online OCS system.

After data relating to these two initial phases is entered, the OCS system tabulates all

checklist items and produces an Assets and Needs Site Report designed to identify gaps and leverage existing assets. These reports come with scores in the range of 0-4 for each area.

Phase 3 Identifying critical gaps and leveraging assets: Each team reviews the Assets and Needs Site Report, selects areas of focus, identifies strategies to address challenges, and develops SMART (specific, measurable, achievable, relevant and time-bound) goals as well as responsible person, timeline, check-in points, available resources, and budget allocations (if any).

Phase 4 Applying SMART Goals School's Comprehensive Improvement Plans (CEPs): All NYC public schools create an annual CEP that is a roadmap for the year. The Assessment Team will review the CEP to determine how best to integrate strategies so that they support school goals.

Through this comprehensive process we will identify the academic, physical, health, mental health, and other needs and strengths of students, families, and community members. Each year the needs assessment will be reviewed and adjusted, as conditions may change over time.

C) Plan for developing annual measurable performance objectives and outcomes

The Consortium has been working with Laurus Grant Writing & Evaluation Services, our local evaluation partner, to develop goals, objectives, and performance indicators that will guide our project over the five years of this grant. These outcomes reflect community needs and strengths, goals of the CA community school model, and FSCS program rules and requirements:

Goal 1: Students enter kindergarten ready to learn

1.1. The percent of Pre-K cohorts at both schools that meet or exceed standards on the Teaching Strategies GOLD Assessment that measures SEL, physical, language, cognitive, literacy, and math areas will increase by 4% annually from the baseline established in the 2022-2023 school year for a total increase of 16% by the end of the project period.

1.2 Chronic absenteeism in the preschool grades at each school will be reduced by 5% annually from the baseline established in the 2023-24 school year for a total decrease of 20% by the end of the project period as measured by school day attendance.

1.3 Kindergarten readiness assessments will show a 5% increase in readiness from the prior year, for a total improvement of 20% over the life of the grant compared to the baseline 2023-24 school year as measured by assessment results.

Goal 2: Students are achieving academically

2.1. The percentage of students in Grades 3-8 who are proficient (Level 3 or 4) on the NY State English Learning Assessment will increase by 3% annually for a total of 12% by the end of the project year compared to the 2023-24 baseline school year, as measured by assessment results.

2.2. The percentage of students in Grades 3-8 who are proficient on NY State Mathematics Assessment will increase by 2% each year for a total improvement of 8% over the life of the grant compared to the 2023-24 baseline school year as measured by assessment results.

2.3 The percentage of students in Grades K-5 improving at least one level on i-Ready assessments in math and reading will increase by 5% each year of the program for a total of 20% compared to the 2023-24 school year as measured by assessment results.

2.4 Chronic absenteeism at each school will be reduced by 5% annually from the baseline established in the 2023-24 school year for a total decrease of 20% by the end of the project period as measured by school day attendance.

Goal 3: Students are safe, happy, and have strong SEL skills to help them succeed in school

3.1. The percentage of students increasing their DESSA scores to "strong" at both schools will grow by 4% each year for a total increase of 16% over the project period, compared to the baseline established in the 2023-24 school year DESSA assessment results.

3.2 The percentage of students in Grades K-5 at both schools improving by at least 5% on the RethinkEd SEL assessments will increase by 10% each year of the program for a total of 40% compared to the 2023-24 school year as measured by RethinkEd SEL assessments results.

3.3. The number of behavioral incidents at both schools will decrease by 5% each year for a total decrease of 20% over the project period, compared to the baseline established in the 2023-24 school year as measured by school incident reports.

3.4 The number of students who participated in new activities and learned new skills and ideas will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in the 2023-24 school year as measured by student survey results.

3.5. The percentage of students at both schools reporting that they feel safe at school will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in the 2023-24 school year as measured by student survey results.

3.6 The percentage of students at both schools reporting that they feel attached to school will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year as measured by student survey results.

Goal 4: Students are supported by engaged parents

4.1 The percentage of family members at both schools reporting that they feel more engaged in their child's education on surveys, measured after parent events, will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year.

4.2 The number of families participating in school/program events will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year, as measured by sign-in records.

4.3 The number of families attending parent teacher conferences will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year, as measured by sign-in records.

4.4 The number of families participating in collaborative program leadership will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year as measured by sign-in records.

Goal 5: Students have increased opportunities to learn because of community supports

5.1 The number of students served by the CA Bronx Health Center will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year, as measured by enrollment records.

5.2 The number of referrals provided to families for health, mental health, and social supports will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year, as measured by referral records.

5.3 The number of families utilizing the program's foodbank services will increase by 5% each year for a total increase of 20% over the project period, compared to the baseline established in 2023-24 school year, as measured by usage records.

Goal 6: Cross agency coordination and collaboration will be expanded and deepened to support the program and schools and build sustainability

6.1 In Year 1 at least five agencies will work together as part of a leadership Stakeholder Board (comprised of CA, school, family, community, and partner representatives) and begin building relationships that will support the program and the school, as measured by meeting minutes.
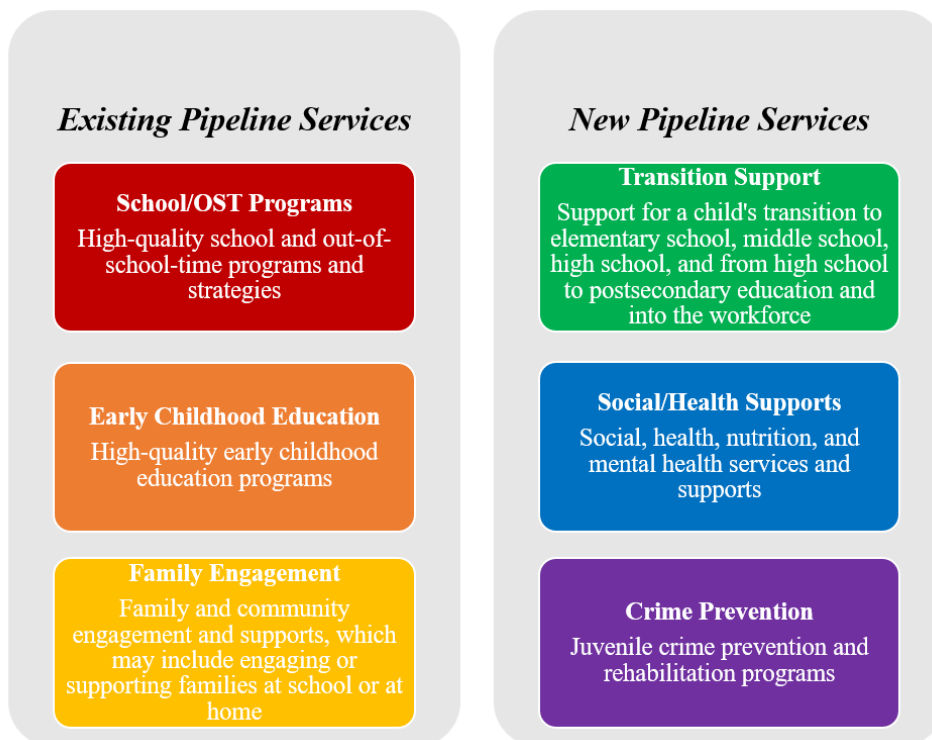
6.2 Each year of the program an additional two agencies will participate in the program and Stakeholder Board, growing support and sustainability, as measured by meeting minutes.

6.3 Each year of the program, relationships among agency stakeholders will improve by at least one level of the Community Collaboration Continuum, as measured by stakeholder surveys.

(D) Plan for identifying and developing pipeline services

(i) _Why such services have been selected:_ Pipeline services have been identified based on the needs assessment that showed the student, school, family, and community needs and gaps as described in _Selection Criteria 1_. After reviewing the Needs Assessment, program stakeholders identified three existing pipeline services to be strengthened: 1) high quality early childhood programs, 2) high quality school and out-of-school time programs, and 3) family engagement. They also identified three pipeline services to be added: 1) transition support, 2) social/health support, and 3) juvenile crime prevention.

Figure 8: Existing and Proposed New Pipeline Services

Existing Pipeline Services

School/OST Programs
High-quality school and out-of-school-time programs and strategies

Early Childhood Education
High-quality early childhood education programs

Family Engagement
Family and community engagement and supports, which may include engaging or supporting families at school or at home

New Pipeline Services

Transition Support
Support for a child's transition to elementary school, middle school, high school, and from high school to postsecondary education and into the workforce

Social/Health Supports
Social, health, nutrition, and mental health services and supports

Crime Prevention
Juvenile crime prevention and rehabilitation programs

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(ii) *How such services will improve student academic achievement*: Academic achievement will be improved by both directly and indirectly using services that leverage evidence-based practices and programs. Direct academic support will be delivered through a partnership with Lehman College's School of Education that will provide teacher candidates to offer classroom and pull out instruction, a partnership with Jumpstart for Young Children to provide early literacy instruction, and an Academic Advisory Committee. Achievement will be indirectly improved through strategies that include a trauma-informed approach; the hiring of a LMSW and social work interns provided through Lehman College; SEL support from RethinkEd, an all-in-one platform that addresses SEL, Equity, and Mental Health; expansion of the current PBIS initiative; attendance supports; a robust afterschool program that allows students to engage in enrichment activities that develop all aspects of the child; improvement of student physical and mental health through increased linkages and reduced barriers to accessing services; increased parent engagement with the schools; and much more. This array of supportive services will reduce student and family stress and provide them with resources that will allow young people to achieve academically.

(iii) How such services will address the measurable performance objectives and outcomes:
All services have been carefully aligned to ensure the program meets performance objectives:
Table 9: Pipeline Services aligned with Performance Objectives

Pipeline	Performance Objectives
High quality early childhood education programs	1.1, 1.2
High quality out-of-school-time programs and strategies	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, .3,4, 3.5, 3.6, 3.7

Support for a child's transition	1.3
Family and community engagement and supports	4.1, 4.2, 4.3, 4.4
Social, health, nutrition, and mental health services and supports	5.1, 5.2, 5.3
Juvenile crime prevention	3.1, 3.2, .3.3, .3,4, 3.5, 3.6, 3.7, 3.8

(E) Description of pillars of full-service community schools

CA and the Consortium will implement a range of services under each of the four pillars of FSCSs, which are evidence-based and found to be highly-effective in supporting the needs of the "whole child." Each CSD will have the responsibility to ensure that these services are fully integrated and deployed strategically.

Figure 9: Pillars of Full-Service Community Schools

I. Integrated Student Supports	II. Expanded and Enriched Learning Time and Opportunities	III. Active Family and Community Engagement	IV. Collaborative Leadership and Practices
Address well-being and out-of-school barriers to learning through partnerships with social and health service agencies - Medical, dental, vision care, and mental and behavioral health services - Social supports like housing, transportation, nutrition, citizenship preparation, criminal justice, crime prevention, rehabilitation programs	*Out of school time programs that provide additional academic instruction/support, enrichment activities, or learning opportunities* - Early childhood education programs - Out-of-school-time programs - Support for a child's education transitions - Activities like visual and performing arts, literacy, STEM, career readiness, academic remediation, recreation, project-based learning	*Address well-being and engagement of families and community members* - Involving families and the community in decision-making processes - Community school hub/centralized support for services and programs for students, families, and community members - Services like health and mental health, literacy, housing assistance, domestic violence prevention	*Address well-being and engagement of families and community members* - Involving families and the community in decision-making processes - Community school hub/centralized support for services and programs for students, families, and community members - Services like health and mental health, literacy, housing assistance, domestic violence prevention

Pillar 1: Integrated Student Supports

Many students face significant challenges outside of school that can impact their ability to do well in school, which not only hurts them, but affects the school's ability to provide a high-quality education. Our target schools have existing student supports, including school nurses, vision and dental screenings, and health and gardening programs that we will add to as part of the FSCS program. We plan to build on these services by adding a formal linkage program with the CA Bronx Health Center which is within walking distance of both schools. We will enroll Fairmont and Samara students at the Health Center, which offers immunizations, vaccines, child wellness visits, dental services, and behavioral health care to students. To ensure student enrollment, the FSCS program will partner with the Health Center to coordinate presentations on Bronx Health Center services at school events when parents are expected (PTA meetings, curriculum nights, etc.) to ensure that after school registration documents include a flyer on Bronx Health Center services and will identify parent ambassadors to promote health care access. To support family health, the program will partner with the CA Health and Wellness Division's Community Engagement Manager to coordinate workshops for parents on health care topics and connect uninsured families to health insurance enrollment, as well as to other resources available to address social determinants of health

The program will also provide linkage support between the school administration and the Health Center to ensure that families identified in need of medical, dental, or mental health services can be connected to appropriate supports including health insurance counselors. In addition, our PEC will work with families to help them locate health services through our partnership with Montefiore Medical Center. To ensure ongoing access to healthy food we will partner with the Food Bank for New York City to establish a food pantry at Fairmont that can be easily accessed

by families from both schools; the Food Bank for New York City also has multiple nearby locations.

Pillar 2: Family and Community Supports

Our program will offer a spectrum of activities that will allow it to "meet families where they are" and gradually encourage increased involvement in the program and school, which has been linked to improved academic and social-emotional outcomes.[54] Opportunities for involvement will range from "low touch" activities such as providing homework assistance or attending a student performance; to "medium touch" activities such as volunteering at school/program; to "high touch" activities such as joining the Stakeholder Board or an Advisory Committee. The immediate goal of parent engagement will be to develop a trusting relationship among families, the program, and the school, which research has shown is a strong predictor of improved academic achievement.[54] In addition, as families become more comfortable with schools, they are increasingly likely to reach out for support or encourage their child to do so. Families will also come to feel more strongly that school day attendance is beneficial, helping to drive down high chronic absence rates, which are stumbling blocks to student success. Existing family supports include school Parent Coordinators, engagement programs in cooking, archery and gardening, special events, Literacy and Math Diners, and referrals; they will be supplemented by the PEC, Family Resource Centers, LMSW case management, the RethinkEd program, and expanded family activities.

Pillar 3: Expanded Learning Time and Opportunities

CA currently operates an afterschool program at Fairmont that is attended by 180 students from both Fairmont and Samara. This program offers snack; academic support through Homework Zone, KidzLit, Word Bee Vocabulary; March Madness College Awareness; STEM learning

through Go!Chefs, Crazy 8s, Mathletics, Lego, and chess; SEL through the Boys & Girls Clubs
of America's Smart Moves, Passport to Manhood, and Smart Girls curricula as well as
Adventures in Peacemaking; leadership through Youth Council, physical education through the
Project Adventure curriculum, college awareness, sports and recreation activities, and visual and
performing arts. CA also provides summer day camp and holiday programming. These out-of-
school-time programs provide students with more time for learning and enrichment
opportunities, helping them to develop academically, socially, emotionally, and physically. Each
program offers activities that focus directly on academic performance and are tied to school day
priorities and learning standards as well as activities that expose students to new ideas and
concepts, require collaboration so students learn to work together, and teach essential skills such
as critical thinking and decision-making. SEL activities are project-based and employ
experiential, hands-on learning. There is a current Lehman College teacher residency program
operating at Fairmont, as well as limited attendance support. If awarded this grant, we will
enhance school and afterschool programming through the addition of Lehman College preservice
teachers who will support academic instruction. In addition, Lehman College social work interns
will work in the school day and afterschool to promote regular attendance; and help lead
activities such as tennis, bike riding, dance, yoga, and additional arts activities. Family
engagement events will include family yoga and mindfulness nights, art nights at Bronx River
Art Center, tennis at the NYJTL Cary Leeds Center, Paint & Sips, Science Discovery Nights,
and more. The program will also offer learning workshops on topics such as supporting your
child in school, strategies to promote reading, effective behavior management, and more.
Specific activities will be determined in conjunction with parent interests. Preschool supports
also fall under this pillar. New activities will include Jumpstart for Young Children early literacy

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program, preservice teachers through a partnership with Lehman College, Pre-K attendance support, and Pre-K family engagement activities to promote a seamless and successful transition to kindergarten.

Pillar 4: Collaborative Leadership and Practices

Collaborative leadership and practices is the foundation for our proposed FSCS initiative – there can be no effective program without the establishment of a variety of structures that bring educators, partners, families, and students together as decision-makers. This collaboration is particularly critical in low-income communities and/or communities of color such as the Bronx, in which residents have too often been excluded from leadership roles in their own schools and communities.[55] Therefore, from the start we will actively recruit families into decision-making roles. Rather than develop structures and invite parents in, we want the families to co-design leadership structures such as a Stakeholder Board and Advisory Committee that focus on subtopics (health/social services, attendance, academics, SEL/anti-violence, preschool) that will inform program priorities and direction. Research has found that such collaborative leadership is positively related to increases in school capacity, which positively affect academic results.[56]

Over the life of the grant, we will work with the schools to recruit more parents for leadership roles in school organizations such as the PTA and School Leadership Teams. These family leaders will collaborate with additional program stakeholders including the CSD, school leaders, teachers, community partners, community members, and students. The variety of stakeholders will contribute different areas of expertise and create a diverse set of learning experiences for students and families. They will bring their own experiences and opinions to the table, working together to develop an array of services that are relevant and responsive to community needs and cultural practices. Despite their different perspectives, stakeholders will

share responsibility for continuous program improvement and learn to work together, leading to increased trust and improved school climate. Students will benefit from the resulting school environment that is responsive to their needs, cultural backgrounds, and personal experiences. Family members will also benefit as they develop the tools they need to become more confident parents, bond with other community members, benefit from improved self-worth, and learn to act as better advocates for their children. Collaborative leadership will also be supported by new partner relationships, formalized referral processes and training, and real-time use of data. Leaders will also work to make sustaining these community schools part of annual district and school planning.

(F) Plans to ensure that each FSCS site has a full-time coordinator

The CA FSCS initiative will employ one full-time Community School Director (CSD) at each of the participating schools; ███████████████████████████████████

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███████████████████████████████████ The program will also employ one full-time LMSW, a ███████████████████████ One full-time Parent Engagement Coordinator (PEC) will also work to support both schools, supported with FSCS funding. Four Youth Advocates per school (some will be Lehman social work interns), will be added at each school to provide attendance support; ████████████████████████████ ████████████████████████████ CA's Deputy Director for Bronx School Programs will provide direct supervision to the CSDs; his services will be offered ██ ██ . Senior program leadership, including the agency's Executive Vice President and the Youth Division's Vice President will also be provided ████ . Costs for a budget analyst and a data manager will be paid through ███████████ while the Office Manager will be paid

through a ██ support existing CA staff currently working at each school, including Youth Advocates and program specialists. Applicable funding sources for each staff member are further discussed in *Selection Criteria 4: Adequacy of Resources* and in the budget narrative. This efficient and effective braiding of funds is a hallmark of CA programs. This type of mixed funding creates sustainable programs by diversifying funding sources so cuts or losses to any single source is not as impactful on the overall financial health of a particular program.

The CSDs, as well as additional FSCS staff, will have the opportunity to participate in an array of professional development opportunities that will provide great benefits to the program. The CA National Center for Community Schools (NCCS) will offer a variety of workshop opportunities to CA staff and our DOE partners such as Community Schools 101, Community School Coordinators Bootcamp, and Strategies for Addressing Chronic Absenteeism. CA itself will offer training on cultural competency; diversity, equity, and inclusion; quality communication with diverse stakeholders; transition planning; and the You and I Violence Prevention program; CA will also provide each CSD with personalized coaching. RethinkEd will offer a full suite of professional development trainings that include: implementing the MTSS framework; promoting a positive school climate; parent and family engagement; tiered strategies and interventions including Tiers 1, 2, and 3 instruction; restorative practices; and much more. The DOE's Office of Community Schools will make training available to our CA staff and school partners including topics such as: how to conduct an Assets & Needs Assessment; how to conduct effective collaborative planning meetings with your school and community stakeholders; and more. Lehman College will offer trainings on classroom management, pedagogy, SEL, and strategies for effective academic support; managing harassment, bullying, and cyberbullying;

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child abuse identification and reporting; and needs of students with autism; as well as seminars in field instruction. Sweet Water Dance & Yoga will offer training on SEL and mindfulness while each school will include the CSDs and other FSCS staff in its professional development opportunities that address PBIS, restorative practices, and academic instruction. The CA LMSW will lead workshops on MTSS, SEL strategies, trauma-based approaches, cultural competency, and meeting families where they are.

Each school will manage and maintain all school facilities, but will allocate appropriate spaces to program services, as evidenced by their existing relationships with CA as well as the MOU. Prior to the start of each program year, each school and the CA team will work together with FSCS partners to develop schedules that accommodate all services to be provided by each organization. We anticipate the majority of services will be provided on-site at the schools, but certain services such as tennis at the NYJTL Cary Leeds Center and family programs at the Bronx River Art Center will take place at the partner's location; Bike New York utilizes the Crotona Park, which is close to both schools.

(G) Plans for an annual evaluation based upon objectives and outcomes

Selection Criteria 6: Quality of the Project Evaluation presents a comprehensive plan for data collection, analysis, tracking, and reporting that includes a table of outcomes, objectives, measurement tools, and timeframes for measurements organized by FSCS Pillar and Pipeline. The evaluation will be led by Laurus Grant Writing & Evaluation Services, who will work with the Consortium to finalize the existing design and implementation of the evaluation within the first quarter of Year 1. The resulting evaluation will: 1) provide semi-annual evaluations of progress achieved with the grant; 2) be used to refine and improve activities carried out through the grant and 3) collect and report data that includes: student academic performance; student

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chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information obtained through surveys; provision of integrated student supports and stakeholder services; expanded and enriched learning time and opportunities; family and community engagement efforts and impact; information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity; rates of teacher turnover and teacher experience; promotion rates; changes in school spending information; collaborative leadership and practice strategies; and Stakeholder Board and Advisory Committees meetings and 4) make evaluation results publicly available through CA and school websites and social media.

(H) Plans for sustaining the programs and services

The plan for sustainability is detailed in *Selection Criteria 4: Adequacy of Resources.* In sum, CA will provide funding through its DYCD grant that supports both participating schools as well as through private funds raised through the CA Development Department.

(5) Participation in national evaluation

CA and the Consortium are fully committed to supporting the national FSCS evaluation. We will work with our evaluator to administer surveys as requested as part of the national evaluation, including those of program stakeholders including CA, school principals and key school staff, partners, families, students, and community members. We will also work with the national evaluator to schedule interviews with CA staff, Fairmont and Samara principals, teachers and other representatives, parents, partners, and students. We will ensure that administrative data, such as student absenteeism and promotion rates, are provided to the national evaluator as requested. We will cooperate with data collection at any time as requested by the national evaluators, including shortly after grant award, during the middle of the grant period, and toward

the end of the grant period. In addition, we will assist in facilitating connections between our local evaluator and the national evaluation of implementation to ensure efficiency and coordination between the evaluation efforts.

(6) Focusing services on eligible schools

CA and the Consortium will focus exclusively on Fairmont and Samara, which are both eligible for a schoolwide program under section 1114(b) of the ESEA. An assurance statement is included in this proposal's appendices.

Competitive Preference Priority 1 Meeting Student Social, Emotional, and Academic Needs

Projects that are designed to improve students' academic, SEL, and career development

(1) Creating settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through trusting relationships

CA and the Consortium are committed to creating a school climate that is fully inclusive and welcoming to all community members. CA staff are guided by a Code of Ethics that embraces, supports, and fosters a culture that accepts diversity including, but not limited to: gender, race, age, language, disability status, and sexual orientation, in accordance with the NYC Human Rights Law. Our overarching strategy for working with culturally diverse groups rests on the respect that is shown to all participants by staff and a respect for others that is expected among all participants. As such, we offer a culturally relevant, holistic array of aligned services that guide young people on a pathway from kindergarten through high school graduation and beyond.

We have a long history of serving diverse communities beginning with our work in 1853 when our agency was founded in the Little Five Points neighborhood of NYC to primarily support immigrant children from Europe. CA has historically served communities in which languages other than English are dominant and cultural values have required thoughtful

interventions. We have long understood that to meet the needs of children and youth, those caring for them must hold a deep understanding of their background, values, and culture, and also be able to communicate with them in their first language. To accommodate the cultural and linguistic requirements in our communities of service, we ensure that staff are reflective of the community, both in race/ethnicity and in linguistic capabilities.

As part of the FSCS initiative, we will implement a variety of strategies to ensure that our program is responsive to the population we serve. We fully believe in the importance of role models and leaders who have similar backgrounds to the youth we serve, resulting in a message of "if she or he can make it, so can I." Therefore, we plan to recruit staff who are from the South Bronx; some of the current CA staff at Fairmont and Samara are from the Morrisania community. We will also provide professional development through RethinkEd that will support teachers and staff in developing trusting relationships with students and families that will make them feel valued and respected. RethinkEd training will be complemented by CA in-house staff training around cultural competency – ongoing professional development will help ensure that staff gain the knowledge and skills to deliver inclusive programming for youth.

However, we acknowledge that as schools/programs seek to develop positive settings, they have too often failed to employ an equity lens. Many school policies have been informed by the view that the language and cultures of many students and communities of color are deficiencies to be "fixed." Therefore, we are committed to ensuring that the development of our program will be informed by parents, caregivers, students, and communities that include diverse groups who are representative of the community. Our FSCS program will emphasize the development of true partnerships with participants and families and create opportunities for their voices to be heard at all levels of program planning. Further, we plan to center our students'

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lived experiences, building upon their prior knowledge, experience, and interests to make connections between the community and FSCS programming. We will directly solicit family and student feedback through participation in the Stakeholder Board and Advisory Committees as well as through surveys and focus groups to develop a program that is fully inclusive.

At an organizational level, CA has been actively working to develop a supportive organizational culture that promotes inclusivity for all and emphasizes the integration of Diversity, Equity, and Inclusion (DEI) into our practices. As part of this effort, CA developed a DEI Roadmap to ensure that our policies, procedures, and practices are aligned with our values, and created activities such as a regular brown bag DEI lunch series, DEI discussion groups, and introducing questions related to DEI into our exit interview process. We have also developed a cross-divisional DEI Advisory Council that is responsible for guiding the integration of DEI efforts across CA, and created the Chief of People and DEI position to help drive this work.

(2) Providing multi-tiered systems of supports that address learning barriers enable healthy development and respond to students' needs

With the support of CA, Fairmont and Samara have begun implementing strategies and activities that make their schools safe, supportive, and inclusive. Both schools implement restorative practices and have begun implementing some components of PBIS. However, as part of the transformation of these schools into FSCSs, we intend to implement a full-scale multi-tiered system of supports (MTSS) program. We have identified RethinkEd as a key partner in our program; they will provide their MTSS Suite for SEL, Equity, and Mental Health, a platform that educates teachers and staff about MTSS concepts; helps them access and develop academic, behavior, and SEL learning plans; provide meaningful interventions; and analyze outcomes.

The evidence-based RethinkEd curriculum was developed by a team of experts in education, psychology, mental health, and SEL, and aligns with CASEL's core competencies. Research has shown its effectiveness.[57] The curriculum offers 390 lessons for general education (Tiers 1 and 2) and for each content area there is a lesson for every grade level with lessons scaffolding through grade levels focusing on developmentally appropriate learning objectives. There is additional grade-banded curriculum for students requiring Tier 3 supports. Differentiated teaching materials are provided for Tiers 1, 2, and 3. All lessons and activities are available in English and Spanish. Lessons include strategies for incorporating SEL into academics as well as resources that facilitate greater collaboration between school and home. The SEL portion of the curriculum includes lessons on the following topics:

Table 10: RethinkEd Curriculum, SEL Lesson Topics

Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care	SEL & Equity
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness	Culturally Responsive Teaching
Emotions	Stress Management	Respect	Empathy	Self-Efficacy	Addressing Injustice
Values	Focus	Friendship	Safe & Ethical Behavior	Optimism	Leveraging SEL to Promote

					Equity
Wants & Needs	Problem Solving	Relationships	Support Systems	Self-Compassion	The Impact of Implicit Biases
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy	
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries	

RethinkEd also provides a mental health suite of lesson plans that address: Trauma (What Does It Mean To Be Trauma Aware, Coping With Traumatic Events, Helping Students Cope With Traumatic Events); Helping Students Identify Support Systems; Substance Use Disorders; Reducing the Risk of Suicide; Human Trafficking; Anxiety, Depression, Bullying and Violence; Mental Wellness; Kindness to Animals; Developing Health Identities; Digital Citizenship and Online Safety; and more. Its Equity and Inclusion lesson plans include Culturally Responsive Teaching, Addressing Injustice, Leveraging SEL to Promote Equity, The Impact of Implicit Bias, and more.

Professional development is a key component of the RethinkEd platform; teachers and program staff will have access to RethinkEd's full range of professional development workshops that include understanding and implementing the MTSS framework; establishing a collaborative MTSS team and making data-driven decisions; effective coaching; promoting a positive school climate; fundamentals of effective classrooms; parent and family engagement; tiered strategies

and interventions including Tiers 1, 2, and 3 instruction; progress monitoring; and intervention supports to meet the academic, social emotional, and behavior needs of all students. Additional tiered training topics for MTSS include: an overview of MTSS including tiered interventions; data-based decision making and problem solving; team-based approach and implementation fidelity; MTSS teaming and resource allocation; culturally responsive MTSS; creating a trauma-sensitive classroom; developing a MTSS student plan; leadership skills and strategies that promote MTSS; addressing disproportionality; schoolwide restorative practices; introduction to effective coaching; creating safe and caring classroom management systems; feedback and reinforcement systems; and Universal Design for Learning. Additional workshops specifically address Tier 1, Tier 2, and Tier 3 training topics. RethinkEd Professional Development includes video-based training modules, discussion guides, a research library, instructional guides, Professional Learning Community protocols, the RethinkEd blog, and RethinkEd expert webinars. RethinkEd also offers many activities that can be extended into the home.

The RethinkEd platform comes with a simple-to-use incident data tracking and behavior management system that generates dashboards and progress reports that facilitate use of meaningful data to examine schoolwide and individual student trends and inform decision-making. Educators can employ data collection and progress monitoring tools to view the distribution of students across all three tiers for academics, behavior, and SEL, allowing them to quickly identify students who are or are not making progress to better prioritize supports. They can create individualized student academic, behavior, and SEL plans quickly using the built-in Intervention Plan Wizard and utilize the Collaboration, Pre-planning, Intervention, and Curriculum tools to ensure plans are effective. Program administrators can also analyze program-wide interventions to determine which lead to the highest rate of student success and monitor

staff participation and training outcomes from the training pathways they have assigned staff. These data processes inform continuous program improvement.

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

Fairmont and Samara have, over the years, been supported by CA as well as other community-based agencies who have been engaged for a particular purpose. While all of these efforts have been beneficial to the schools, they have been limited in scope to very specific opportunities or challenges. To date, neither school has had the opportunity to develop a cohesive, coordinated plan to provide a continuum of services to students and families. One of the most important aims of our proposed FSCS project is to develop cross-agency coordination to strengthen our existing program and lead to long-standing program sustainability.

Although many youth violence prevention programs focus on teens and young adults, CA is committed to implementing prevention strategies to support students at an early age. As research has found, "we should not wait until the teenage years to act to prevent youth violence." Changing behaviors after they are already established is harder than developing healthy behaviors from a young age. The emergence of risks that put young people on a path to violence often begins during early childhood.[58] Therefore, we intend to implement broad and evidence-based prevention strategies that help all students at Fairmont and Samara, regardless of their individual level of risk. It is also important to implement a broad program across the schools so we can begin changing norms about the acceptability of violence.

To do so, we plan to expand our *You and I Violence Awareness* project, which has been implemented in seven Bronx Schools to date, to Fairmont and Samara. The program is designed to offer healing-centered listening sessions for Bronx youth experiencing high rates of violence

in their communities and to empower them to catalyze change. Phase 1 of the project includes 1) an Initial Listening Session, 2) a Part Two Listening Session, and 3) Resource Connection and Sharing. Before the first session, facilitators ask participants to complete a brief pre-assessment survey related to their feelings on personal safety, concern with community violence, root causes of violence, and strategies to address violence. A post-assessment survey offers the opportunity to reflect on the same questions. CA uses the information gathered from each session to elevate major themes from each school community and inform follow-up workshops.

Survey results from Phase 1 indicated increased awareness of community violence. 63% of student respondents reported that the program workshops deepened their understanding of the impact of violence in the community. In addition, students thought deeply about what the community needed to decrease violence; 56% reported a need for mental health services, 46% for sports/recreation, 40% for jobs and internships, 32% for mentoring, and 28% for art programs. Phase 2, which was completed in June 2023, included launching a community safety peer program, training community school staff and peers around facilitating workshops on violence awareness and community safety, and implemented youth workshops and events.

These previous program iterations have taken place in middle and high schools; if awarded FSCS funding, we will pilot this program in grades Pre-K to 5 at Fairmont and Samara. Lehman College, which already provides violence prevention workshops to teachers, will work with us to adapt the curriculum to elementary age students. Montefiore Medical Center and the Bronx Health Center will also be part of this project through their work on social determinants of health, which research has shown relate to violence in the community.[59] Upon receiving funding, these partners, school principals, parents, and youth representatives will meet to plan program implementation and adapt materials to the younger age group.

B. DESIGN REFLECTS EVIDENCE-BASED FINDINGS, PLAN FOR INTEGRATION WITH FSCS PILLARS, AND APPROPRIATE EVALUATION METHODS

This Project Plan sums up the work that will be done through our FSCS program:

Table 11: Objectives, Outcomes, and Corresponding Evidence-Based Strategies

Pillar 1: Integrated Student Supports				
Goal	*Pipeline/Status*	*Activities/Strategies*	*Evidence Base*	*Gap*
Students have increased opportunities to learn because of community supports (Goal 5)	Social, health, nutrition, and mental health services and supports Status: new	*Existing*: School nurses, annual Helen Keller vision screenings & Smile Dental screenings, Go!Healthy education programs *New*: Community Link program with CA Bronx Health Center, linkages with Montefiore Medical Center, Food Pantry in Fairmont	-Evidence-based, effectively coordinated, and strategically planned school health programs and services are necessary for closing the academic achievement gap and promoting health equity.[60] -Food insecurity is associated with a range of child developmental, behavioral and emotional challenges, all of which can inhibit a child's school success.[61] -In elementary school, middle school and	Need for social, health, nutrition, and health services and supports for both students and parents surpasses current offerings (Gap 8)

| | | School Campus & additional food assistance from Food Bank for NYC, full slate of CA services, NY Times Neediest Cases Fund, Health/Social Services Advisory Committee | high school, access to counseling & social workers help students improve academic success.[61] | |

Pillar 2: Expanded and Enriched Learning Time and Opportunities				
Goal	*Pipeline/Status*	*Activities/Strategies*	*Evidence Base*	*Gap*
Students are achieving academically (Goal 2)	High-quality school and out-of-school-time programs and strategies Status: Existing	*Existing*: Afterschool program that includes academics, college awareness, STEM, SEL, leadership and physical education, Lehman College teacher residencies at	-Afterschool and out-of-school-time programs have positive impacts on children's short- and long-term academic success, including grades and test scores.[62,63] -Attendance in out-of-school-time programming assists students in developing	Need for targeted support and educational enrichment during school day and out-of-school time

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		Samara, limited attendance supports New: Enriched afterschool program including supports from the LMSW and Lehman College, attendance supports, tennis, cycling, dance, yoga, arts programming, Academics and Attendance Advisory Committees	necessary skills for academic learning, such as concentration, motivation, and task persistence.[72] -Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.[64]	surpasses current capacity (Gap 2) School attendance supports needs to be expanded (Gap 1)
Students enter kindergarten ready to learn (Goal 1)	High-quality early childhood education programs Status: Existing	Existing: Pre-K programs, i-Ready instruction, assessments, limited family events, translation services	-The more prepared children are both academically and emotionally for kindergarten, the more successful learners they will become. The first few years are critical to help young children navigate and	Support for Early Childhood exists but needs to be expanded (Gap 3)

		New: Jumpstart early literacy, LMSW support, Lehman College teacher residencies, Lehman College Youth Advocates focused on preschool attendance support, Lehman College professional development, transition supports, Preschool Advisory Committee	transition to a variety of settings and situations, while developing their emotional skills.[65] -Analysis of pre- and post-program student outcomes found that children in Jumpstart improved significantly in their language skills, literacy, initiative, and social development.[66] -Transition support such as parent outreach and classroom visits prior to the start of school have been shown to positively impact academics and behavior.[67] -Student attendance during preschool and other early childhood programs prepares students for long term academic success	Lack of transitional support for families and students transitioning from PreK – K (Gap 4) School attendance support needs to be expanded (Gap 1)

			upon their entry into kindergarten and elementary school.[68] -Teacher residency programs assist schools in meeting staffing needs and increase teacher retention, which in turn leads to better academic outcomes for students.[69]	
	Support for a child's transition to elementary school; from elementary school to middle school Status: New	*Existing*: None *New*: Spring/Summer outreach, orientations and walk-throughs to incoming Kindergarten families, PreK – K case management, Preschool Advisory Committee, tours of middle schools, workshops for	-The implementation of transitional supports results in a smoother transition according to parents and teachers, improving outcomes for children.[47] -Transition support such as parent outreach and classroom visits prior to the start of school have been shown to positively impact academics and behavior.[67]	Lack of transitional support for families (Gap 4)

		students and families entering 6th grade		
Students are safe, happy, and have strong SEL skills that will help them succeed in school (Goal 3)	High-quality school and out-of-school-time programs and strategies Status: Existing	*Existing:* PBIS framework, restorative practices, school counseling plans, DESSA assessment *New:* MTSS framework, RethinkEd's Wellness/SEL/Mental Health program, full-time LMSW, Social Work interns, You and I Violence Awareness Project, full-time CA PEC, SEL/Anti-Violence Advisory	-Afterschool programs engage students in social-emotional learning and provide a positive environment for expressing themselves, increasing prosocial skills and behaviors.[70] -Utilizing the MTSS approach improves behavioral outcomes in children according to research.[47] -RethinkEd Wellness curriculum has shown that students who engaged in their program demonstrated significantly more improvement in SEL competencies when compared to their peers.[57]	Positive SEL and behavior intervention practices need to be expanded and improved (Gap 5) Lack of Violence and crime prevention initiatives and staff capacity to address

		Committee, monthly parent events/activities	-Studies have shown that the presence of school counselors, including social workers, help schools to better serve students and families to meet their needs.[71]	problematic behaviors (Gap 6)
Pillar 3: Active Family and Community Engagement				
Goal	*Pipeline/Status*	*Activities/Strategies*	*Evidence Base*	*Gap*
Students are supported by engaged parents (Goal 4)	Family and community engagement and supports Status: Existing	*Existing:* Family and community input into assessing needs, limited family engagement activities, Literacy and Math diners, referrals *New:* Full-time PEC, Family Resource Centers, LMSW case management, RethinkEd	-Research has shown that the benefits of parent involvement include creating better school–community relationships,[72] contributing to greater gains in academic achievement,[72,73] and enhancing emotional development and behavior.[74,75] -Parent involvement has been characterized as including "demonstrable actions...like attendance at school events and reading to	Family and community engagement in our schools is limited (Gap 7)

| | | Wellness/SEL/Mental Health program, expanded family activities (e.g., tennis, wellness, arts) | one's child" as well as participating in prescribed activities at the school.[76] Studies have shown that the presence of school counselors, including social workers, help schools to better serve students and families to meet their needs.[71] | |

Pillar 4: Collaborative Leadership and Practices				
Goal	*Pipeline/Status*	*Activities/Strategies*	*Evidence Base*	*Gap*
Cross agency coordination and collaboration will be expanded and deepened to support the	N/A Status: New	*Existing*: Occasional communication by organizations working at each school, informal connections to resources, "findhelp" tool *New*: Stakeholder Board, 5 Advisory Committees, full-	-Studies have shown that the presence of school counselors, including social workers, help schools to better serve students and families to meet their needs.[71] -School/family/community partnerships help to form a positive, strengths-based environment that benefits students and families.[2]	Cross agency coordination and collaboration exists but is limited and informal (Gap 9)

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program and schools and build sustainability (Goal 6)		time CSD at each school, formal partnerships, referral process and real-time use of data, staff referrals training, making sustaining community schools part of annual district and school planning	-Parent and family involvement require strategic planning, relationship building, and consideration of community culture to be successful.[77]	

Detailed evaluation plans for these project components can be found in *Selection Criteria 2: (G) Quality of Program Design* and

Selection Criteria 6: Quality of the Project Evaluation

C. PROJECT DEMONSTRATES A RATIONALE

CA and the Consortium have developed a preliminary Logic Model for our FSCS initiative at Fairmont and Samara. The Logic Model was developed using evidence, coupled with partner and family member expertise, that demonstrates a research-based rationale for identified short-term and long-term impacts on the community. The library of evidence utilized in the Project Design and Logic Model development process is included in this proposal in *Table 11: Objectives, Outcomes, and Corresponding Evidence-Based Strategies* and *Selection Criteria 3: Quality of Project Services* "Knowledge from Research/Effective Practice." These sections demonstrate how the best practices and strategies we will use in this project are likely to result in outcomes relevant to FSCS. This preliminary Logic Model is included as an attachment in this proposal; a final Logic Model for this initiative will be developed collaboratively by Stakeholder Board members in Year 1 of services.

SELECTION CRITERIA 3: QUALITY OF PROJECT SERVICES

A. DIVERSITY OF PERSPECTIVES

CA and the Consortium are committed to ensuring that all students and families of all races, ethnicities, national origins, disabilities, gender identities, socioeconomic status, sexual orientations, abilities, ages, native languages, and faiths have equitable access to the FSCS Initiative at Fairmont and Samara. However, simply providing services to a diverse population does not create a meaningful connection between the community and the decisions being made. Forging these connections takes time; to assure actual and authentic collaboration, this project will progress through the community school stages of development, published as part of the Community Schools Forward project by CA National Center for Community Schools, Center for

Universal Education at the Brookings Institution, the Coalition for Community Schools at the Institute for Educational Leadership, and the Learning Policy Institute.

Figure 10: Community Schools Forward: Stages of Development[78]
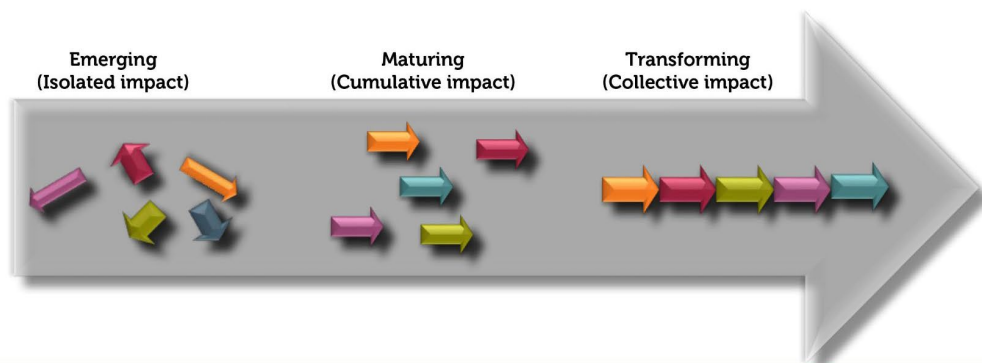
Our Consortium's work to date involving parents and community partners in the planning of this FSCS project sets our initiative in the "Emerging" stage of Collaboration Development. Although as Figure 10 shows, community school development is not linear, CA, the FSCS Stakeholder Board and Advisory Committees (Health/Social Services, Academics, Attendance, SEL/Anti-Violence and Preschool) will work together to help the program progress to the "Maturing" and "Transforming" stages through collaborative planning and decision-making. Information gathered by our evaluator regarding stakeholder needs and interests will also help drive the program forward.

The Stakeholder Board and Advisory Committees are key mechanisms in ensuring all voices are heard and reflected in program development. To ensure diversity of perspectives, members will include families, district/school leaders, grant evaluators, CA management, project staff (CSD, PEC, LMSW), school educators and staff, and community partners that have different experience, expertise, and outlooks. The school principals are particularly important; there is consensus among practitioners and researchers that school principals drive change in the

school and work with partners to build capacity within the school to transform its culture and climate, and to implement a holistic approach through the community schools strategy. In addition, teaching, clerical, custodial, and safety staff will bring their unique expertise and experiences. Their contributions will be invaluable to our FSCS initiative, helping to simultaneously build high-quality, responsive services and school staff buy-in.[79]

In addition, parents have significant, multifaceted roles to play as partners in our FSCS. They will provide critical perspectives on the services and help spread awareness about the program's services and goals. Parents' participation will also instill a sense of ownership. However, having served the Bronx community for several decades, we know that some families struggle with barriers that make it difficult for them to engage with their school, such as language barriers for those with limited English proficiency; lack of citizenship and associated fears of public institutions; communication from the school does not align with preferred means of communication; or prior negative experiences in schools.[80] In particular, family members who identify as people of color may have experienced negative interactions with school staff. Poverty also presents unique barriers to traditional forms of parent involvement, including a lack of transportation, nontraditional work schedules, or the need for child/eldercare.[81]

To reduce these barriers and optimize family engagement, CA will implement a variety of strategies. We ensure our hiring practices are equitable and that staff reflect the cultures and communities of the people they serve. For this reason, we are including a full-time CA Parent Engagement Coordinator (PEC) to support both schools and cultivate meaningful relationships with families; research has found that school-family personal relationships can be even more important than programming and can enhance a parent's desire to be involved in their children's education.[80] The PEC will also link families with needed resources and support through a drop-in

center model which will provide opportunities for parents to get to know the school and for staff to recruit families to the Stakeholder Board and Advisory Committees.[82,83] All FSCS staff will approach family engagement using a strengths-based approach, affirming families' strengths and efforts to be involved in the school, respecting and valuing their cultural capital, and honoring new and different ways they may contribute to the program.[80] The project evaluation plan will gather feedback to assess the level to which this approach is successful.

B. SERVICES REFLECT KNOWLEDGE FROM RESEARCH AND PRACTICE

The following project services were identified using a preliminary asset and needs assessment and gaps analysis that included school principals, CA staff currently providing services in the schools, families, and partnering organizations. Project services will be further refined and updated upon the completion of a needs assessment conducted in Year 1 of the FSCS project and ongoing assessment and improvement efforts conducted by the Stakeholder Board, Advisory Committees and the Evaluator. An overview of the services to be provided is as follows:

Goal 1: Students enter kindergarten ready to learn

Existing Services: Full day standards-based Pre-K program for 3- and 4-year-olds at Fairmont; full day standards-based Pre-K program for 3-year-olds at Samara; i-Ready literacy and mathematics individualized instruction and assessments track student progress and inform intervention support,[84] limited family events, translation services non-native English speakers.

New Services: Jumpstart for Young Children early literacy: Jumpstart is a national early childhood program that aims to improve the literacy, language skills, and SEL skills of young children. Jumpstart will provide Fairmont and Samara with trained Corps Members who will implement learning activities four hours per week over the course of 20 weeks during the school year. All Corps Members are trained on the research-based curriculum and effective strategies to

develop early childhood literacy, language, and social-emotional skills. The program curriculum integrates the latest findings in early education research, placing increased focus on oral language and SEL development, while building on the existing foundation of Jumpstart's core programming — caring adult volunteers, trained in effective strategies, engaging preschool children in purposeful interactions and group activities to build children's language, literacy, and SEL skills.

Results from a recent comparison study found that Jumpstart children made 1.5x greater gains in important literacy skills than those who did not receive the Jumpstart program.[66] The organization's most recent data indicates that 91% of Jumpstart participants showed literacy or language gains and 73% displayed average, above average, superior, or very superior scores as measured by a direct assessment at the end of the year. In addition, this intervention utilizes evidence-based strategies, including the following which were identified as "Tier 1 Strong Evidence" by What Works Clearinghouse: regularly provide intentional, engaging instruction and practice focused on SEL skills; intentionally plan activities to build children's vocabulary and language; build children's knowledge of letters and sounds; use shared book reading to develop children's language, knowledge of print features, and knowledge of the world. Jumpstart uses the Test of Preschool Early Literacy (TOPEL), a standardized, norm-referenced assessment tool for 3-to-5-year-old children widely used to measure early language and literacy skills. *LMSW:* CA will employ a full-time LMSW to oversee the implementation of the MTSS program, provide small group and individual counseling, and offer case management and case conferencing, including transitional support from preschool to Kindergarten. The LMSW will also provide supervision for social work interns from Lehman College who will serve as Youth Advocates working to improve school attendance, SEL skills, and academic success. In addition,

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they will provide professional development to program staff so that they may better understand critical issues such as trauma-informed care. The LMSW will have experience working with low-income populations and will have been trained on critical methodologies such as Motivational Interviewing and trauma-informed care. Research has found the addition of a social worker to a community school model can have significant positive effects.[85]

Lehman College School of Education teacher residencies: CA is partnering with nearby Lehman College to provide this FSCS initiative with a slate of preservice teachers who are pursuing residencies. An anchor institution in the Bronx, Lehman is dedicated to improving the educational attainment in the borough; through its 90x30 challenge, Lehman seeks to double the number of marketable degrees and credentials its students will earn by 2030. Research has found that the involvement of institutions of higher education in the community is highly effective and the coordinated alignment of K-12 and higher education goals can create a pipeline of educational attainment for communities challenged to produce high academic achievement.[86] Currently, Lehman places preservice teachers at Samara each year and will add 14 residencies to Fairmont; residents will be placed in all grade levels from Pre-K – 5. These teaching residency programs will be funded by two federal Teacher Quality Partnership grants Lehman has been awarded. Through these residencies, preservice teachers will support school day teachers through assistance with academic instruction and classroom management with the goal of improving student academic process and outcomes. In contrast to traditional teaching programs, residencies involve a year-long field experience which is invaluable in establishing knowledge and expertise in teaching, particularly for those teaching in urban environments.[87] Teacher residencies are a promising model for teacher preparation[88] and are based on the premise that those learning to teach need authentic learning experiences with expert mentorship in the context in which they

will eventually be teaching. Many studies have found that students whose teachers have participated in residency programs had higher student achievement gains when compared to other beginning teachers.[69] In addition, teacher retention is much higher when teachers participate in residencies, which is critical in low-income communities where students often face a revolving door of teachers over the course of their school careers.[89]

The residency programs at Fairmont and Samara will utilize evidence-based strategies including: reduction of teacher to student ratios to improve academic achievement; resident commitment to teach for a specific period of time in return for financial support; and placement of residents into cohorts to create a stronger support network and foster collaboration among new and experienced teachers. The CSDs will work with the Academic Advisory Committee to place residents into appropriate classrooms, ensure supplies are available, convene cohort meetings, and foster relationships between residents and school teachers.

Lehman College School of Health Sciences, Human Services, and Nursing Social Work interns: Lehman College will place eight (8) Bachelors of Social Work interns in Fairmont and Samara as Youth Advocates, four at each school. These interns will be supervised by the CA LMSW and employ the U.S. Department of Education's National Student Attendance, Engagement, and Success Center's Success Mentors model. This model addresses chronic absenteeism by connecting students with dedicated Success Mentors using an evidence-based and data driven mentor model and student support system. The initiative provides identified students (those who are or are at risk for being chronically absent) with consistent and continuous school-based mentoring to address underlying causes of their absenteeism and provide case management referrals for identified students. Two Youth Advocates will focus on preschool attendance support at each school; this will include parent orientations, monthly meetings, and ongoing case

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management including case meetings. Research has found that Success Mentors, and their supporting infrastructure, are the most effective strategy to reduce chronic absenteeism. Previously chronically absent students who had mentors gained almost two additional weeks (9 days) of school per student, per year. In the 25% of schools with the greatest impacts, chronically absent students supported by Success Mentors gained, on average, more than a month of school.[90]

Ongoing professional development from Lehman College: Lehman College has also committed to providing professional development opportunities for FSCS staff, including school teachers and paraprofessionals, so that they may improve their skills and better serve students at Fairmont and Samara. This professional development will be provided by faculty members of the School of Education and the School of Health Sciences, Human Services, and Nursing. Topics will include pedagogy, SEL, student assessment, and differentiated instructional practices for students who have limited English and those with disabilities as well as culturally responsive classroom management. Additionally, each school will work with Lehman College to specify topics that they feel will most benefit their school community and their staff.

Outreach and transition support for students and families prior to and during the school year: Though both schools house Pre-K programs, there are no existing transition services for families whose children are entering Kindergarten at Fairmont or Samara. Therefore, our FSCS program will implement transition services that have been successful in nearby CA Community Schools C.S. 61 and C.S. 211, both of which are also located in the South Bronx. These services will include: CA PEC outreach to parents of existing Pre-K students to support them in applying for kindergarten programs at their existing schools; outreach to incoming parents to invite them to open houses and meetings with the school principals that will take place each June and

September; classroom tours for both incoming students and parents; case conferences regarding Pre-K students who are moving onto kindergarten at Samara or Fairmont; and LMSW outreach to families over the summer prior to Kindergarten to learn about student interests and challenges and communicate expectations, including around the importance of strong attendance in the early grades. Once students transition to Kindergarten, we continue to offer support from the LMSW and PEC that include case conferencing and monthly meetings. Research using a nationally representative sample found that a simple increase in transition activities predicts prosocial behavior in Kindergarten and transition activities geared toward families were related to enhanced levels of Kindergarten academic skills.[91,92] We will also offer transition supports to families of 5th graders who are preparing for middle school. Program staff will bring students on tours of the nearby middle schools, host student workshops on academic and behavioral expectations, including attendance, and host family workshops to address the differences between elementary and middle schools, the importance of their continued involvement, and middle school expectations.

Goal 2: Students are achieving academically

Existing services: CA afterschool program that include academics, college awareness, STEM, SEL, leadership, and physical education; Lehman College teacher residencies at Samara; limited attendance supports through Youth Advocates.

New services: Enriched afterschool program: Through the FSCS program we plan to enrich the current afterschool program through impactful partnerships. Lehman College preservice teachers will provide academic support enrichment in small groups settings, with a focus on our lowest performing students. The LMSW and Lehman College Social Work Interns will also work during afterschool, ensuring the continuation of MTSS, offering small group counseling and

continuing to support regular attendance. See Goal 1 above for more details on the Lehman partnerships.

In addition, both school principals and families requested that students have the opportunity to explore new interests that are not generally available to low income families. Therefore, we have developed partnerships with:

- *New York Junior Tennis & Learning,* which operates the nearby Cary Leeds Center that houses a two-story, 12,000 square foot clubhouse, multipurpose spaces, and 12 courts. Students will walk to the Cary Leeds Center for tennis instruction; family members will also have the opportunity to play on weekends. Students will learn agility, balance, coordination and build racket and ball skills. Research shows that sports and fitness activities in low income communities are linked to higher academic achievement and lower rates of behavior challenges.[93,94]

- *Bike New York* will provide free bicycle safety training for both children and families as well as riding lessons to children ages 10+ in nearby Crotona Park during afterschool and summer programs. Bike NY will also host in-person and virtual safety trainings for families to increase access to important safety information.[95] Research has shown that bike riding benefits youth because it helps improve coordination and balance, which is important for brain development.[96] It also helps motivate children to spend more time outside, which has proven benefits of improving mood regulation and stress reduction.[96]

- *Sweetwater Dance & Yoga* will provide children's wellness classes, family yoga classes, and dance aerobics classes for staff and families as well as quarterly professional development workshops for CA staff to promote mindfulness, self-awareness, and self-regulation. Research has shown that integrating school-based yoga helps students develop

mind-body awareness and self-regulation strategies. Students are able to notice the impact of stress on their body and are able to implement coping strategies, such as mediation and yoga, in order to regulate their emotions better.[97] Additional studies found that there was a significant increase in the ability of students to self-regulate their emotions after taking part in a yoga-based curriculum.[98] Educators who implemented the curriculum reported having a better understanding of their students and were more likely to recognize when a student was in crisis and were more equipped to de-escalate situations.[98]

- *Bronx River Art Center* will offer 10 student workshops per year on art activities chosen by the program, as well as biannual family workshops. Workshops will take place at their center to expose children and families to activities that are within their community and strengthen community connection. Research has found that arts education and arts programming is important for children's development of motor skills and inventiveness, as well as boosting critical thinking and creative problem solving.[99] A study of Missouri public schools in 2010 found that higher participation in arts education programs were more likely to have an increased rate of attendance and test scores, as well as being less likely to have disciplinary infractions.[100]

Academic Advisory Committee and Attendance Advisory Committee: As part of the FSCS project we will form Advisory Committees that will explore certain topics in depth. The Academic and Attendance Advisory Committees will each have representatives from the two schools, parents, CA staff, and partners, and will meet monthly. They will be charged with reviewing appropriate data such as i-Ready scores (Academic Advisory Committee) and attendance data (Attendance Advisory Committee), offering feedback, developing strategies for improvement, and more.

Goal 3: Students are safe, happy and have strong SEL skills that help them succeed

Existing services: Positive Behavior Interventions and Supports (PBIS) framework[101] which is rated as "Tier 1: Strong Evidence" by What Works Clearinghouse; restorative practices; school counseling plans; DESSA assessment, which is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12.[102]

New services: Please see the Competitive Preference above for a full description of our proposed SEL programming. Below is just a brief snapshot.

- *Multi-tiered system of supports (MTSS) framework* that will provide SEL and mental health supports as well as professional development in these areas. The LMSW will have chief responsibility for implementing the MTSS, which will address Tier 1, 2, and 3 needs. In particular, MTSS helps students with disabilities to close the achievement gap and supports students with behavioral/emotional problems.[103] Please see Competitive Priority One for more information on MTSS.

- *RethinkEd* curriculum was developed by a team of experts in education, psychology, mental health, and SEL and aligns with CASEL's core competencies. Research has shown its effectiveness.[57] The curriculum offers 390 lessons for general education (Tiers 1 and 2) and for each content area, there is a lesson for every grade level with lessons scaffolding through grade levels focusing on developmentally appropriate learning objectives for each grade. There are additional grade-banded curriculum for students requiring Tier 3 supports. Differentiated teaching materials are provided for Tiers 1, 2, and 3. Please see Competitive Priority 1 for more information on RethinkEd.

- *LMSW/case management and case counseling:* The new full-time LMSW will support students by leading the implementation of MTSS; run student SEL groups; and provide direct counseling/social services to students referred for this service. They will also coordinate social work services and patient referrals between the program and other agencies, serve as an advocate for students, and respond to crises as the need arises.

- *Lehman Social Work students* will serve as Youth Advocates/mentors to young people struggling with chronic absenteeism and other challenges. See Competitive Priority 2 above.

- *You and I Violence Prevention program and staff training:* See Competitive Priority 2 above for a detailed description.

- *SEL/Anti-Violence Advisory Committee*: We will form an Advisory Committee dedicated to promoting a positive school culture and ensuring that MTSS and all additional SEL supports and violence prevention efforts are implemented in a cohesive and effective fashion. The Advisory Committee will meet monthly and include the LMSW, representatives of Lehman College, school social worker, CSD, and parents. The Committee will review data including progress on DESSA scores over time, school incident reports, and feedback from school teachers regarding SEL strengths and challenges they see in the classroom. Through this process the Board will gain an understanding of school climate and adjust SEL/violence prevention supports as needed.

Goal 4: Students are supported by engaged parents

Existing services: Family and community partner input in assessing needs; family activities in cooking, archery and gardening, special events; Literacy and Math Diners; referrals.

To help promote safety and family permanency, CA supports struggling families with crisis intervention services through Prevention Services. These services help to address mental health concerns, substance abuse, domestic violence, and home care needs. For those families who need this support outside of our service area in the Bronx, we refer to partners such as *NY Foundling* and *Good Shepherd Services*. Our Family Wellness Program provides counseling to families impacted by intimate partner violence; we also partner with the *Bronx Family Justice Center, Steps to End Family Violence*, and *Safe Horizon*. Our CA Bronx Health Clinic provides comprehensive health care for children; as needed, referrals are made for children and their caregivers to *Montefiore, St. Barnabas, Bronx Lebanon, the Institute for Family Health, and Callen-Lorde Community Health Center.* To enhance CA's mental health services, we partner with *New York Psychotherapy and Counseling Center (NYPCC)* and *Fordham-Tremont Community Mental Health*. Support for LGBTQ youth comes from *Hetrick-Martin* and the *LGBT Institute for Family Therapy.* For those struggling with substance abuse, we partner with *Women In Need* and *VIP Programs.* For families caring for a child/ren with disabilities, we partner with *OPWDD*, as well as the *Metropolitan Parenting Center*. In addition to our Office of Client Advocacy (OCA), *WHEDco* assists with housing issues ranging from rent arrears to advocacy. CA has a history of partnering with *Boys & Girls Clubs of America* (of which we are a founding member), *Hunts Point Recreation Center, Police Athletic League,* and *YMCA* for youth development and recreation programming.

New services:

- *Full-time CA PEC*: One of the most critical parts of the CA Community Schools model is the involvement of a full-time PEC who conducts consistent outreach to families and develops a climate where they feel welcomed and valued. Their goal is to promote

school-home connections and link families to local resources such as housing assistance and food access, etc. In particular, the PEC will provide linkage support between the school administration and the nearby Bronx Health Center to ensure that families in need of medical, dental, or mental health services are connected to appropriate supports including health insurance enrollment; workshops for parents on Bronx Health Center services and on various health care topics; and will help identify parent ambassadors for health care access. We will hire a PEC to support both sites; they will be hired from within the community and have strong communications skills in both English and Spanish. The PEC will work with the schools, including each school's Parent Coordinator and PTA President, to develop family programming that is inclusive, culturally relevant, and responsive to authentic needs. They will focus on building communication and relationships with parents/caregivers and communicate with them regularly through phone calls, emails, automated messaging, and social media. Additionally, the PEC will convey parental concerns and strategies to the schools to better meet the developmental and emotional needs of the children. The involvement of the PEC will also directly benefit students as they will work to break down barriers to parent involvement and extend educational and SEL curricula and strategies from school to home. Ultimately, the PEC will facilitate families' ongoing participation in their children's education – one of the ways CA sets children up to succeed. A large number of research studies support the effectiveness of PECs.[104]

- *Family Resource Centers*: The PEC will work with each participating school to develop an on-site Family Resource Center (FRC) that will be a family-focused, culturally sensitive hub of support and resources and will provide programs and targeted services

based on the needs and interests of families. Information about local resources will be available, including physical, mental health, and wellness supports, respite and crisis care services, services for children with special needs, and assistance with concrete supports (housing, food, clothing, etc.) The FRC at Fairmont will also house the Food Pantry to be established in partnership with the Food Bank for New York City. Research has found that a well-designed family center allows for improved family-community involvement by: making the school accessible and friendly for parents, improving communication between the home and school, promoting multicultural understanding among the schools and families, and helping develop leadership and advocacy opportunities.[105] Studies show that higher risk participants benefit most from FRC services.[106]

- *LMSW/case management and case counseling:* The new full-time LMSW will support families as well as students by providing case management and ongoing case conferences to help them develop a plan to access needed resources. Families may drop in or schedule appointments with the LMSW, who will continually follow up to ensure that appropriate services are provided. Research shows case management can have a positive effect on students' attitudes about school and relationships with adults and their peers.[107]

- *RethinkEd wellness curriculum and training for parent*s: Parents will have the opportunity to utilize RethinkEd resources such as SEL development activities that can be done in the home and family toolkits that address a variety of challenges.

- *Parent activities:* The PEC will develop a calendar of monthly family engagement events that will include family yoga and mindfulness events, Bronx River Arts nights, tennis at the NYJTL Cary Leeds Center, Paint & Sips, Science Discovery Nights, and more. The program will also offer learning workshops on topics such as supporting your child in

school, strategies to promote reading, effective behavior management, and more. Specific activities will be determined in conjunction with parent interests, which will be gathered through regular surveys and consistent communication with families. Studies have found that family engagement benefits both the student and the family; a student's well-being is more likely to increase the more their family is engaged and parents can gain insight about their child's experiences at school, as well as having an opportunity to connect with staff and other parents personally.[108]

Goal 5: Students have increased opportunities to learn because of community supports

Existing services: School nurses; annual vision screenings through CA partnership with the Helen Keller Foundation; Smile Dental screenings; CA Go!Chefs cooking-based nutrition education and Go!Gardens "seed to table" program; STEM-based education in gardens.

New services:

- *Partnership with Montefiore Medical Center:* Montefiore is a premier academic medical center and the primary teaching hospital of the Albert Einstein College of Medicine in the Bronx. With nearly 50 primary care locations throughout the New York metropolitan area, Montefiore focuses on accessible, patient-centered primary and preventive care. Montefiore is dedicated to advancing the health of the Bronx community by supporting numerous initiatives that address social determinants of health, such as housing, food security, transportation, and critical health issues for its residents. As a partner in the proposed FSCS initiative, Montefiore will work with CA to connect Fairmont and Samara students and their families to healthcare services and community health and wellness initiatives. These services include referrals to pediatric specialty care and a broad scope of healthcare services for caregivers and community adults.

CA FSCS staff will coordinate with nearby Montefiore site administrators to support a closed-loop referral process to ensure timely access to care for FSCS families, as well as clear communication and feedback between all stakeholders involved. The CSD will establish these formal referral processes in partnership with the medical center, using the center's accepted referral systems (e.g., NowPow, Care Everywhere). The center's Social Determinants of Health outreach program, which operates through the Montefiore Community Health Division and Mental Health Division, will incorporate our school families; the schools will also be linked with the 80+ Montefiore community programs including chronic disease management programs, peer groups, screenings, AIDS programs, and preventative services, as well as its Home Health Aide Training Program.

- *Community Link program with CA Bronx Health Center*: CA operates community- and school-based health centers across the areas we serve. In 2022, we provided the following services for children living in the Bronx:

Table 12: CA Bronx Health Center Community Link Program Services Offered, 2022

Service Area	Number of Patients Served	Number of Visits
Medical	6,363	23,686
Mental Health	1,252	17,759
Dental	2,157	3,988

The CA Bronx Health Center, a fully licensed Article 28 and 31 community clinic, is located several blocks from Fairmont and Samara and is staffed by pediatricians, nurse practitioners, nurses, dentists, licensed social workers, psychiatrists, health educators, and certified health insurance counselors. The Center provides children and youth with

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primary health care including physical exams, sick visits, laboratory testing, and vaccines; behavioral health services including screenings, treatment crisis intervention, and substance abuse prevention and screening; dental services including dental exams, sealants, and fillings; and certified insurance counselors that can assist families in enrolling in health insurance plans. The Center can also link students to additional resources including CA Health Connections that helps families with children with chronic conditions receive the medical, behavioral, and social support they need.

- The Bronx Health Center has formalized School Linkage programs with several high schools in the South Bronx; this will be extended to Fairmont and Samara. To do so, our CSDs will participate in CA Community Health Worker training that provides education about best practices in engaging families and culturally responsive outreach, and offers an overview of available services and protocols for connecting students to these services. The CSDs will also establish workshops to educate the school community on resources available and referral processes. Research has found that formal linkage programs with medical services through a Community Health Worker positively impacts the delivery of healthcare and related services across a range of diseases and public health issues.[109] Both Montefiore and the Bronx Health Center are locations that are accessible to students and families (See *Figure 1: Map of Proposed FSCS and Resources*)

- *Food Pantry in Fairmont School Campus and additional resources from Food Bank for New York City*: CA will work with the Food Bank for New York City to establish a food pantry at Fairmont that will also serve families at Samara as well as families who attend a co-located school in the Samara school building. Research has found that food pantry-based interventions are effective in improving participants' diet-related outcomes.[110] The

Pantry will be client-choice, with families having the option of choosing the items they would like to take home. Initially available food will be largely shelf-stable items, but we will work to add enhancements over time, such as a dedicated freezer and produce from local farmer's markets to expand food offerings. Based on our needs and assets assessment, we anticipate the Food Pantry will reach 125-150 families annually. The establishment of school-based food pantries has been found to be one of the most effective ways to combat food insecurity among children. As an expert in the field has noted, "Logistically, it is much easier to deliver meals to children in food insecure households while they are in school. When scaled, the potential to quickly and efficiently reach vulnerable children is huge."[111] Food Bank for NYC will also help connect families with their 10+ pantries/food distribution locations in the local immediate area.

- *NY Times Neediest Cases Funds:* Since 1911, CA clients have benefitted from the New York Times Neediest Cases Fund. The Fund provides emergency material assistance to help families with fairly common needs like paying rent, purchasing school supplies or groceries, college application fees, furnishing their first apartments, and more. Without the assistance of the Fund, families can end up hungry, homeless, or deprived of an education. The donations come from readers of the New York Times interested in supporting NYC's most under-resourced neighborhoods and have supported approximately 1,000 CA families per year who are facing immediate crises.

- *Connection to additional CA Services*: CA is a comprehensive social services agency that offers extensive services. See *Figure 3: CA Framework Domains* above for more information. Evidence suggests that this type of social service integration can improve

access and health outcomes, while also reducing service gaps and increasing social service efficiency.[112]

- *Health/Social Services Advisory Committee*: Because of the complicated nature of health needs and access, it is critical that we establish an Advisory Committee that will be comprised of school nurses, the program CSD and LMSW, family members, and the healthcare provider representatives. The Board will meet regularly to examine the status of the health care linkages, review data about usage levels, review feedback from parents and adjust as necessary.

Goal 6: Cross agency coordination and collaboration will be expanded and deepened to support the program and schools and build sustainability

Existing services: Occasional communication by organizations working at each school; CA afterschool program staff informally connect students and families with community resources; online My Bronx Impact database of community resources that assists residents in accessing community resources relating to food, housing, transit, health, finances, education, etc.

New services:

- *Establish and sustain Community Schools Stakeholder Board and focused Advisory Committees to drive project implementation, evaluation, and improvement:* To promote true partnership, the FSCS project will establish and convene a Stakeholder Board with school, family, and community representatives alongside CA and collaborating partners. The Board will be responsible for program direction and decision making. In addition, five Community School Advisory Committees will focus on promoting positive impacts within the areas of: Health/Social Services, Attendance, Academics, SEL/Anti-Violence, and Preschool. These Advisory Committees will include CA and school staff, parents and

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family members, and partnering organizations that offer related services. The Stakeholder Board and Advisory Committees will provide a structure in which these stakeholders will collaborate with each other, identify issues, and develop joint plans to address school and out-of-school factors that can be barriers to learning and to make the best use of resources and services. CA will utilize the following research-based practices that can facilitate effective collaborative practices:[113]

- *Collaborative goal setting*: Stakeholders will benefit from having time to assess issues, set goals, and make plans together. Collaborative goal-setting is associated with improved student outcomes by focusing and coordinating the work of teaching and nonteaching staff, families, and administrators.

- *Capacity building*: Collective leadership development, supports, and models help build capacity. CA will use practices designed to develop school stakeholders' capacities and contribute to school improvement, including offering intellectual stimulation and providing appropriate best practices models.

- *Process*: Designated times and processes for collaboration among stakeholders increase success by allowing for time to reflect and constructively solve problems in structured ways. Such processes will be collaboratively developed in the initial Stakeholder Board meetings.

- *Relationships and structure*: Formal relationships and structures including regular meetings, assigned roles, and consistent practices, help sustain participation and leadership. CA will implement these practices throughout all collaborative leadership meetings; for example, all boards will convene monthly in the first six months of the grant and then meet quarterly thereafter.

- *Full Time CSD at each school:* Many of the pipeline services we describe already exist in our community; however, students and families are often unaware of these services or how to access them. The FSCS grant will allow us to hire full-time CSDs at each school, who will be responsible for: promoting existing and new services to students and families; establishing formal and effective referral processes that include ongoing case management; joint planning with principals and key school teams (e.g., attendance teams, safety teams); recruitment, facilitation, and convening of Stakeholder Board and Advisory Committee meetings; collection and analysis of evaluation data; recruitment of new partners to fill needs and gaps identified by collaborative leadership teams; support planning and implementation of sustainability efforts; and continuous improvement and integration of existing and proposed pipeline services. These CSDs will provide high-level coordination of existing pipeline services and oversee the addition of new pipeline services, ensuring all the services are integrated into a continuum of cooperative supports and services that follow children and their families.

- *Formalized partnerships, referral processes, and real-time use of data:* In Year 1 of the grant, stakeholders will develop a finalized Memorandum of Understanding (MOU) with all partners and new collaborating organizations. The preliminary MOU included in this proposal will serve as a baseline for the development of the formal MOU which will detail each agency's roles and responsibilities in the FSCS initiative, including active participation in collaborative leadership meetings (Stakeholder Board, Advisory Committees) and robust, defined referral processes for educational and social service resources. Referral and case management processes will be driven by ongoing use of real-time data and processes to track interventions. The data dashboard, as presented in *Figure*

12: Sample Data Dashboard, will provide stakeholders with a wide range of data, including trends in student attendance and academic performance, SEL assessment scores and behavioral/disciplinary incidents, the number of referrals for services, and the number of children and families who receive services as a result of those referrals. Real-time access to this data will create an avenue for all staff to see patterns and areas of success while also giving staff information that will enable them to work proactively to identify areas that may indicate the need for additional attention.

- A 2017 Rand Corporation report on NYC Community Schools identifies regular discussions on data analysis between school staff, CBO staff, and family members as a key strategy in successful community schools implementation.[114] NYC school leaders identified data access as a key component of their decision-making processes and efforts to improve their school, including practices like discussion of specific students, cohort performances, implementation efforts, and referrals/case management. CA will employ these practices in the FSCS initiative at both schools through the formalization of partnerships and systems and ongoing collaborative leadership meetings.

- *Ongoing training for staff to liaise between families and resources/agencies:* CA will provide ongoing training to FSCS and school staff to equip them to serve as effective liaisons between families, partnering agencies, and other community resources. This training will ensure staff are increasingly empowered to provide referrals and case management services for our children and families. A 20 year retrospective review on community schools published by Jane Quinn, former Director of the Children's Aid National Center for Community Schools, and Martin Blank, Founding Director of the Coalition for Community Schools and former President of the Institute for Educational

Leadership, indicates that practitioners (educators and their community partners) benefit from consultation, coaching, and other forms of professional development as they shift their practice in the direction of community schools.[115]

- *Making sustaining community schools part of annual district and school planning:* This same retrospective identifies community schools as a long-term strategy; building capacity to address the wide range of complex factors that affect student learning is not a quick fix.[115] In recognizing this, our FSCS initiative will involve the meaningful inclusion of the community schools strategy in annual district and school planning, including through the implementation of the NYC DOE's Office of Community School's Collaborative Planning process, which is designed to ensure that community schools goals and strategies are embedded within each school's Comprehensive Education Plan. NYC DOE is highly supportive of the community school initiative; since 2014 the DOE has implemented or supported the establishment and maintenance of community schools throughout the city. NYC DOE's Office of Community Schools – a partner in this grant – works with NYC community schools to find and leverage funding to sustain and expand community schools' reach and will support the FSCS Fairmont and Samara schools in partnership with CA.

SELECTION CRITERIA 4: ADEQUACY OF RESOURCES

A. FULL-TIME COORDINATOR ROLE

Gary Perez currently serves as the full-time CSD at Fairmont and he will continue in that role. A CA staff member who is currently the Assistant Community School Director at Fairmont will become the full-time CSD at Samara. Each CSD is responsible for working with the Principal

and School Leadership Team to ensure that the barriers to learning that may exist for students are eliminated and/or significantly reduced. They will plan, integrate, coordinate, and facilitate programs and services at their FSCS. Specific CSD responsibilities will include:

- Developing a clear and data-driven annual plan for the coordination and delivery of services and supports to students that is built in collaboration with the stakeholders.

- Hiring and supervising all staff responsible for the delivery of FSCS services.

- Implementing the FSCS strategy through developing and managing external school partnerships, leading the school's attendance initiatives, and delivering special events.

- Overseeing and coordinating all FSCS services and supports.

- Collaborating with each school and CA to support positive school culture-building.

- Forming partnerships with agencies in the community that enrich the school environment and provide services for children and families such as mental health, afterschool, summer camps, arts, sports, health/dental, adult programs, mentoring, etc.

- Developing and maintaining relationships with community partners, key stakeholders, and other important members of the school community.

- Facilitating positive communication between the principal and other leaders.

- Implementing family engagement strategies in collaboration with CA and school parent engagement staff to improve Parent Involvement.

- Maintaining systems to track program progress and evaluate effectiveness of activities.

- Using the tools and resources provided to track overall and individual student progress around the school's Comprehensive Education Plan goals.

- Representing the school in community meetings and events.

- Working with school and CA staff to identify and coordinate academic, SEL, and health resources for students and their families

- Participating in on-going training and professional development.

- Maintaining regular communication with families to support the school parent engagement initiatives.

- Utilizing the resources available at CA to meet the needs of students and families.

Both CSDs will report to Ronald Cope, CA's Deputy Director for Bronx School Programs who has more than 20 years of experience working in youth programming in low-income communities. In this position, he will work with the CSDs and Stakeholder Boards to conduct a robust program planning process to ensure the program: aligns with its goals and objectives and supports the FSCS vision held by CA and the U.S. Department of Education; supports the CSDs in program implementation, including the development or program protocols; works with the evaluator to monitor program progress; supports the CSDs in managing program partnerships; and acts as a liaison between the FSCSs and the various divisions of CA.

B. POTENTIAL FOR CONTINUED SUPPORT AFTER FEDERAL FUNDING ENDS

Sustainability Through Impact and Fundraising: As a leader in developing and implementing community schools, CA knows that an ongoing assessment of impact and success is vital to honing our practice and securing continued funding. In 2018, with an investment from The Centerbridge Foundation, we contracted with Bain Consulting to lead a strategic planning process and conduct initial evaluations of our portfolio of community schools. This initiative aimed to study, deepen, test, and formalize our strategies to drive our community schools' educational, SEL, family, and health outcomes. The work with Bain allowed us to identify the specific programs and services schools need to operationalize the community school logic

model. Given that each of our community schools has its own culture and community context, Bain worked directly with CSDs at each site to: determine which programs and services were most valued, hypothesize where each school stood in terms of its alignment to the logic model, and implement an assessment to test this hypothesis. Over the following months, CA leadership reviewed the Bain and Centerbridge work to help codify school partner expectations, identify internal capacities CA needs to develop to be responsive to the needs of our schools, and evaluate existing school partnerships to determine where support is most needed. Based on the results of these assessments, we developed action plans for each CSD to enhance our community school partnerships and site fidelity to the community school logic model.

Further, we have used the results of these assessments to develop a case for support to assist with our private fundraising efforts. CA receives support for community schools from Robin Hood Foundation ████, Stern Family Charitable Foundation ████, and Morgan Stanley ████. The MacMillian Family Foundation has recently invited us to apply for a ████ grant to support this work. By seeking general operating support from our private donors, CA has greater flexibility in braiding private-public streams to direct funding to community school sites most in need of additional support. Additionally, CA's Board of Trustees sets a payout rate each year (typically ███ to access funds from the agency's endowment to help support unfunded costs.

In addition to private funds, CA will sustain the FSCS project through support from NYC's Department of Youth and Community Development (DYCD), which contracts CA to deliver afterschool and summer programming at the Fairmont site; children from the nearby Samara campus attend these programs. CA receives ████ in DYCD funding, which is secure

through 2026; we anticipate an open bid to renew this funding. We will continue to seek new government funding opportunities for these two schools at the local, state, and federal levels.

Sustainability Through Advocacy: Fundraising is critical to our project's sustainability and maintaining a portfolio of NYC community schools; through decades of implementing this work, we also know the importance of advocacy to sustainability. As a multi-service organization that bridges policy and practice, CA has been a long-standing strategic partner in the community school advocacy space at the national, state, and local levels. In 1994, CA launched the National Center for Community Schools (NCCS) to influence the national dialogue and support expanding the partnership strategy across the states and internationally. In 1998, NCCS and other national partners launched the Coalition for Community Schools to prepare, support, and mobilize educational leaders "to advocate for policies and practices that advance equitable opportunities for all children" through the community school strategy. In recent years, CA's Public Policy team has led advocacy efforts to collectively garner commitments from the 2020 Presidential Democratic Candidates to incorporate the community school strategy as part of their education platforms. Additionally, the federal government under the current Biden-Harris Administration has increased investments in funding through the Full-Service Community Schools Program from ███████ in FY 2020 to ███████ in FY 2023.

As the community school strategy continues to gain more traction nationally, NYC is recognized as having the largest portfolio with 421 community schools citywide (about 500 statewide). At the city and state levels, CA is a founding member of the NYC Coalition for Community Schools Excellence and served as a central member for the New York State Community Schools Network. Currently, as members of the steering committees, CA continues to support the expansion of the community school strategy through state advocacy days, hosting

a statewide conference with elected and government officials, convening monthly meetings with the NYC DOE's Office of Community Schools, and coordinating rallies and demonstrations over the years that restored over ███████ in city funding for community schools.

Our proposed FSCS project has received enthusiastic support from public and private partners, which is demonstrated through Letters of Support included with our application from Robin Hood Foundation, U.S. Congress member Ritchie Torres, NYS Assembly member Chantel Jackson, NYS Assembly member Kenny Burgos, and Bronx Borough President Vanessa Gibson.

SELECTION CRITERIA 5: QUALITY OF MANAGEMENT PLAN

A. BROADLY REPRESENTATIVE CONSORTIUM

Our Consortium has developed a Management Plan that values a clear reporting structure, strong relationships, achievable benchmarks, and on-going monitoring to ensure that program tasks are accomplished in a timely and effective manner. The Management Plan will utilize collaborative leadership structures that are vital to building inclusive and empowering FSCSs where all stakeholders are recognized and valued. Collaborative leadership enables educators, students, and families to work together to define and co-create learning environments that allow everyone to learn, grow, and thrive. The consortium's diverse Stakeholder Board will serve as the backbone of our project with many responsibilities within project implementation. These include:

- Assess fidelity of project implementation
- Gather feedback from students and families on hopes, aspirations, needs, satisfaction with services, and recommendations for improvement

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- Provide technical assistance to the FSCS schools and representatives

- Participate in the evaluation process involving the third-party evaluator

- Conduct regular self-evaluative measures and apply outcomes in real time

- Assist the scaling-up of the initiative by utilizing research-based best practices and lessons learned from the field

- Regularly recruit new membership to ensure the board is representative of the community being served

The project will also be guided by five (5) Advisory Committees that will address the following topics: Academics, Attendance, SEL/Anti-Violence, Preschool, and Health/Social Services. These Committees arose from the planning for this FSCS program. As the partners worked together, it became clear that these are key areas that require a high level of focus and continual refinement as the program seeks to reach its objectives. The program will benefit from small groups of knowledge and dedicated individuals and partners who have deep knowledge within their areas. For example, the LMSW would participate in the SEL/Anti-Violence Advisory Committee because they have training in SEL and mental health, while kindergarten teachers would participate in the Preschool Committee because they have knowledge of what preschool students need to do to thrive in Kindergarten. Parents and families will participate in each Advisory Committee because they are most familiar with the needs of their children and the community, and also can share their lived experiences. Committee responsibilities include reviewing program data relevant to their topic, providing their expertise in the area, conducting research on best practices, offering feedback, and developing strategies for continuous program improvement.

Each partner in this proposal has been selected based on their experience in one of the major areas of need we have identified in *Selection Criteria 1: Need for Project*. All Consortium partners are fully committed to the effectiveness of this project and its goal of improving community connectedness, health and wellness, and long term academic and SEL benefits for children through the provision of a coordinated array of supports. In addition to their commitment to participate in all planning and coordination of activities and Stakeholder Board and Advisory Committee meetings, partner commitments are as follows:

Table 13: Partner Roles and Responsibilities

Partner	Role/Responsibility
Lehman College	Lehman College will provide teacher residencies at Fairmont and continue current teacher residencies at Samara. Through these residencies, preservice teachers will support school day teachers through assistance with academic instruction and classroom management with the goal of improving student academic process and outcomes. Lehman will also provide both schools with social work interns from its School of Health Sciences, Human Services, and Nursing who will serve as Youth Advocates to promote regular school day attendance, serve as mentors to students, and support youth SEL development. Instructors from both Lehman College schools will also provide FSCS staff with professional development on topics to be decided by the Stakeholder Board; potential topics include the relationship between SEL and academic performance, how to support

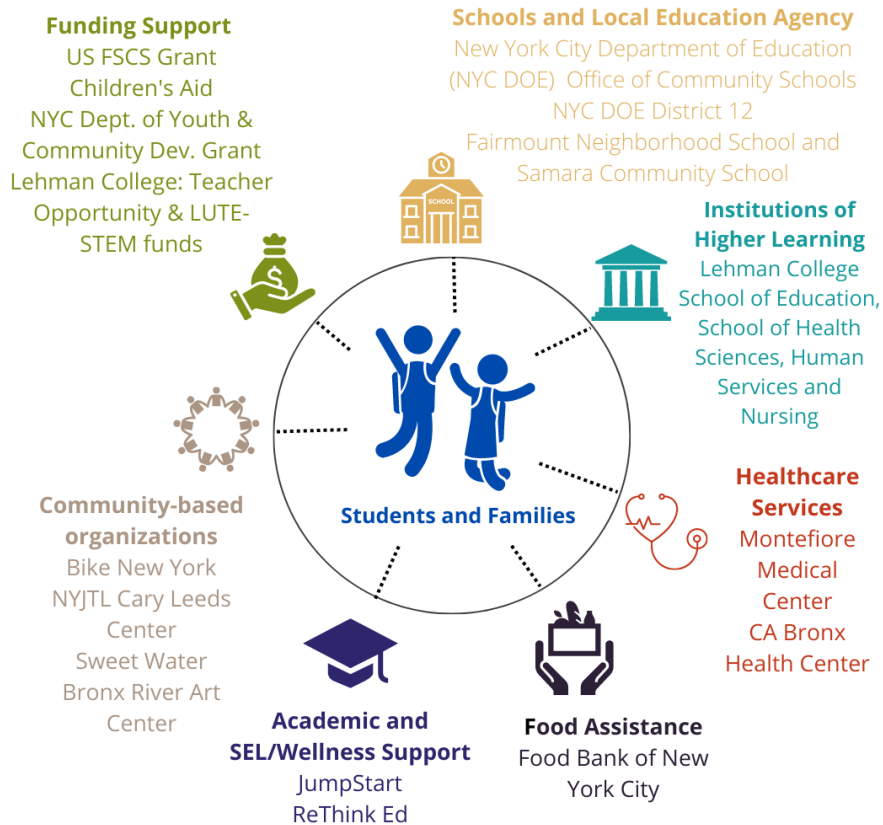|	
	all students in a classroom, how to assess student emotions, and more. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
Montefiore Medical Center	Montefiore Medical Center will connect Fairmont and Samara students and their families to healthcare services and community health and wellness initiatives such as pediatric specialty care and a broad scope of healthcare services for caregivers and community adults. Each CSD will coordinate with nearby Montefiore site administrators to support a closed-loop referral process to ensure timely access to care for FSCS families. Montefiore's Social Determinants of Health outreach program will incorporate our school families; the schools will also be linked with the 80+ Montefiore community programs including chronic disease management programs, peer groups, screenings, AIDS programs, and preventative services. Stakeholders will also be made aware of the Montefiore Home Health Aide Training Program. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
CA Bronx Health Center	The Bronx Health Center will create a formal School Linkage program with Fairmont and Samara that will allow students at both schools to access its critical health, behavioral health, and counseling services. The Health Center also provides early autism screening, health education, and services for young people in foster care. Please refer to *Selection*

	Criteria 3: Quality of Project Services for a further description of their services.
Jumpstart for Young Children	Jumpstart is a national early childhood program that aims to improve the literacy, language skills, and SEL skills of young children. Its work utilizes a research-based curriculum and effective strategies to develop early learning skills. Jumpstart's trained Corps Members will implement early literacy and learning activities to pre-K students at Fairmont and Samara 4 hours per week over the course of 20 weeks during the school year. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
Food Bank for New York City	Food Bank of New York City will provide health and nutrition services. In collaboration with CA, Food Bank of NYC will establish a food pantry at Fairmont that will also serve Samara families. They will work with FSCS staff to develop an appropriate selection of food to be provided, deliver the food to Fairmont, provide shelving, and assist in developing the food pantry's set-up and schedule. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
Bike New York	Bike New York will provide bicycle safety training for both children and families as well as bike riding lessons to children ages 10+ in Crotona Park which is a short walk from Fairmont and Samara. Video

	safety training is also available to families. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
New York Junior Tennis & Learning- Cary Leeds Center	New York Junior Tennis & Learning will provide their Cary Leeds Center facility and tennis instruction to children and families. Students will travel to the nearby Center and experience learning to play tennis in a world class institution located in their immediate neighborhood. In addition to lessons, students and families will have access to the Center at certain times where they can play together. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
Sweet Water Dance & Yoga	Sweet Water Dance & Yoga will provide children's wellness and yoga classes that will focus on self-awareness, self-regulation, mindfulness, postures, meditation, and breathing techniques. They will also offer family yoga classes and dance aerobics classes for families and FSCS staff that will be culturally-relevant to the community and may include African dance, Salsa, Bachata, Merengue, Zumba, and more. Professional development will be provided quarterly and will cover breathwork, meditation, and movement in the classroom to promote self-regulation, mindfulness, and self-awareness for educators and students. Educators will also learn self-care strategies they can turnkey in their classrooms. Please refer to *Selection Criteria 3: Quality*

	of Project Services for a further description of their services.
Bronx River Art Center	Bronx River Art Center will provide 10 annual arts workshops to students and two annual workshops to families and their children. These will take place at the Bronx River Art Center which is located in Morrisania. The program will select the specific classes; options include: drawing, painting, digital arts and design, ceramic, pottery wheel throwing, manga and anime, digital photography, printmaking, and drawing and animation. Students will also have their art works displayed in the annual Bronx River Art Center annual exhibition. Please refer to *Selection Criteria 3: Quality of Project Services* for a further description of their services.
Laurus Grant Writing & Evaluation Services	Laurus Grant Writing & Evaluation Services will provide high quality external evaluation services as required by FSCS funding. Please refer to *Selection Criteria 6: Quality of Program Evaluation* for a comprehensive outline of evaluation services that will be provided.

Together these services will create a web of holistic supports that will lead to improved student school day attendance, better academic performance, deeper family involvement in their child's learning, and access to an array of community services that meet health, food, and other basic needs services resulting in students and families meeting their potential and continuing to thrive over time.

Figure 11: FSCS Holistic Partnerships

Funding Support
US FSCS Grant
Children's Aid
NYC Dept. of Youth &
Community Dev. Grant
Lehman College: Teacher
Opportunity & LUTE-
STEM funds

Schools and Local Education Agency
New York City Department of Education
(NYC DOE) Office of Community Schools
NYC DOE District 12
Fairmount Neighborhood School and
Samara Community School

Institutions of Higher Learning
Lehman College
School of Education,
School of Health
Sciences, Human
Services and
Nursing

Students and Families

Healthcare Services
Montefiore
Medical
Center
CA Bronx
Health Center

Community-based organizations
Bike New York
NYJTL Cary Leeds
Center
Sweet Water
Bronx River Art
Center

Academic and SEL/Wellness Support
JumpStart
ReThink Ed

Food Assistance
Food Bank of New
York City

B. HISTORY OF EFFECTIVENESS WORKING WITH DIVERSE STAKEHOLDERS

CA is highly experienced in working with diverse stakeholders. We partner with Phipps

Neighborhoods to serve as the backbone for South Bronx Rising Together (SBRT), a cross-

sector initiative between local institutions, community-based organizations, higher education,

business, philanthropy, and government collaborating around a common vision. In 2014, CA and

Phipps Neighborhoods joined forces to launch SBRT, a community-wide effort with a network

of neighborhood residents and program providers to build pathways of success for children and

youth "from cradle through college and career." SBRT envisions a South Bronx that is a vibrant

community of infinite opportunity where people aspire to live, work, and raise families. SBRT's

theory of change is that a shared vision, combined with informed collaborative action, leads to

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meaningful, sustained impact. Through the SBRT, we are among a growing number of communities across the country working to achieve collective impact – bringing together various stakeholders to get results on important outcomes. Through the SBRT, 25 young people participate in the SBRT civic engagement fellowship, studying historical and present-day local government policies and building their organizing skills, while the Early Childhood Collective is a space for parents and advocates, providing an opportunity to examine some of the most pressing issues in early childhood education in a space of shared ownership with established community guidelines and goals. Community Visioning Sessions, where residents identify priorities for their neighborhood are offered, as is Parent Council advocacy training. The SBRT also provides a First Fridays – Coffee & Collaboration series to use casual conversations to connect providers and advocates to new networks.

SBRT is a member of the StriveTogether Cradle to Career Network and is committed to promoting the four key pillars of its Theory of Action: shared community vision, evidence-based decision-making, collaborative action, and investment and sustainability. The South Bronx joins more than 60 other communities nationwide in this effort and also benefits from being part of the SUNY-sponsored New York State Cradle to Career Alliance, a state-level intermediary for StriveTogether that connects six partnerships.

CA is also the lead agency in the Fostering Youth Success Alliance (FYSA), which supports young people aging out of foster care. While CA leads the alliance, it is very much a coalition of more than 100 organizations and hundreds of advocates. The group has had a huge impact on the well-being of foster youth by securing historic budget funding for financial and social supports designed to help more foster youth land on a college campus and stay there. As part of its advocacy, the alliance has enlisted hundreds of youth from every corner of the state to

make the case in Albany as well as City Hall. All of the youth advocates leave feeling empowered and with the knowledge that they have made their voices heard.

In addition, across its program CA incorporates a diversity of stakeholders into leadership positions. All of our 21CCLC programs are led by Community School Teams (CST) that include CA staff, school teachers and staff, partners, families, and students. The CST has the responsibility of guiding and empowering programs to succeed in their mission through the combined skills, insights, and collective support efforts of all committed partners and stakeholders. The formation of our CSTs acknowledges that each stakeholder has a vital role to play, and it invites each member to make consistent, helpful contributions to the work – whether that is offering creative ideas, raising awareness of important issues that need to be explored, or recognizing and celebrating the work of others.

C. ADEQUACY OF MANAGEMENT PLAN TO ACHIEVE PROJECT OBJECTIVES

Our consortium leveraged its wide-ranging expertise, combined with CA's 170 years of experience serving New York City, to develop a staffing and management plan that will directly and adequately address all project objectives to ensure project milestones are being met throughout the life of the grant. To accomplish this, the FSCS initiative will be led by the CA Youth Division Deputy Director for Bronx School Programs (DD) and two full-time Community School Directors (CSDs). CSDs will be housed at each school site and will commit 100% of their time towards coordination with program partners, supervision of project staff, overseeing data collection, monitoring the effective implementation of the project towards its goals and objectives, and all other responsibilities outlined in *Selection Criteria 4: Adequacy of Resources*. The CSDs will be employed for 12 months to engage in intensive examination of services that have been delivered, day to day data collection, and key input for the upcoming year's

implementation strategy. A full time Licensed Master Social Worker (LMSW) will provide

social work intern supervision, case management, access to needed resources, and all other

services outlined in *Selection Criteria 4: Adequacy of Resources*. The program will be supported

by one full time Parent Engagement Coordinator (PEC) who will work between the two sites

equally. Part time Youth Advocates (YAs) – both CA staff and Lehman social work interns –

and Lehman College Teacher Residents (Teach-R) will further support the project to achieve its

goals.

      The applying consortium has developed this initial project management plan and timeline

based on our proposed project. While existing services will continue from January 2024

onwards, CA has also adopted a strategy to provide students and families with experiential

opportunities through pilots of new pipeline services (as detailed in the following Management

Plan). This strategy will provide our community with opportunities to receive new services,

make connections with FSCS staff, and provide feedback on services to directly inform our full-

scale rollout of services starting Fall 2024. As part of our capacity-building efforts in Year 1, we

will convene with our stakeholders, including community members, to update this timeline to

ensure continual alignment with project goals and objectives throughout the life of the grant.

This will be informed by results of the initial project needs assessment and ongoing evaluation.

Table 14: Project Management Plan

PROJECT MANAGEMENT PLAN		
Activities	*Responsible Parties*	*Timeline, Milestones (M/S)*
Goal: **Project Start-Up (January 2024-July 2024)**		

Notify and convene partners	DD	<u>Jan 2024</u> *M/S*: All partners are notified of award and attend initial planning meeting; timeline for the following six months is updated
Key staff hiring and onboarding	DD	<u>Jan-Mar 2024</u> *M/S:* CA staff member promoted to Samara CSD; job postings and interviewing; PEC and LMSW hired/onboarded; LMSW completes Lehman College SIFI[1] training
Establish Food Pantry at Fairmont School	DD, Food Bank for NYC	<u>Jan-Feb 2024</u> *M/S:* School leaders help identify location within Fairmont for pantry; appliances and shelving secured and installed; Food Bank for NYC training for FSCS/school staff
Needs Assessment planned and implemented	DD, CSDs, School Leaders, PEC, Families, Students, Partners	<u>Feb-Apr 2024</u> *M/S:* Assessment Team established at each school; team trained on process and NYC OCS Assets and Needs tool; completion of 4-phase comprehensive assets & needs assessment
Recruit and convene Collaborative Planning	DD, CSDs, PEC, LMSW, Partners, School staff, Families, Evaluator	<u>Feb-Jul 2024</u> *M/S:* Board and Committees established; monthly Stakeholder Board meetings; bimonthly Advisory Committee meetings; training for stakeholders on collaborative planning

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[1] Seminar in Field Instruction "SIFI": Field instructors supervising Lehman College social work students must be SIFI certified.

Boards		practices and evaluation
Collaborative Planning: Project Infrastructure	Stakeholder Board; Advisory Committees	Mar-Jul 2024 *M/S:* Establish procedures, referral, and tracking tools for educational and social service case management including early warning indicators; finalize Pipeline Services, Logic Model, and management/evaluation plans and timelines based on Needs Assessment results; finalize MOUs; assess implementation and evaluation data at July Stakeholder Meeting to inform planning efforts
Inform community of FSCS project and services	DD, CSDs, PEC, School Leaders	Mar 2024 *M/S:* Press release; family orientation; schools share information electronically; flyers; tabling at school events; recruitment of families/community members for Stakeholder Board and Advisory Committees
Continue existing pipeline services and supports*	CSDs, YAs, Teachers, Teach-R at Samara, Evaluator	Jan-Jun 2024 *M/S:* Existing services staff participate in Stakeholder Board and specialized Advisory Committee meetings; management plan for CSDs to coordinate all services is developed; existing data collection is implemented and assessed

Adapt You & I Violence Awareness	DD, CA staff, Lehman College leaders	<u>Feb-Jun 2024</u> *M/S:* Stakeholders convene; existing curriculum modified for elementary school students
Pilot new pipeline services and supports	DD, CSDs, PEC, LMSW, Jumpstart Literacy, NYJTL Cary Leeds Center, Sweet Water, Rethink Ed	<u>Mar-Jun 2024</u> *M/S:* Family tennis and yoga/wellness events; transition outreach and orientations/walkthroughs for incoming Kindergarten families; Literacy Diners for Pre-K families; youth SEL activities and Phase 1 implementation of You & I Violence Prevention elementary school curriculum in afterschool programs (approx. 150 students)
Establish Family Resource Centers	Principals, PEC, CSDs	<u>Mar-Jun 2024</u> *M/S:* School leaders help identify location for FRCs; furniture, equipment and materials are secured and installed; families are invited to visit FRCs

* Existing and new pipeline services/supports are detailed in proposal section "Quality of Project Services-Knowledge from Research/Effective Practice"

***Goal:* Full-Scale Integration of Pipeline Services into both FSCSs (Aug 2024-Dec 2028)**

Cross agency coordination and collaboration will be expanded and deepened to support the program and schools and build sustainability (Goal 6)

Collaborative Planning: Ongoing	Stakeholder Board, Advisory Committees	Stakeholder Board & Advisory Committees meet quarterly each year *M/S:* Ongoing recruitment by CSDs and PEC to expand Board/Committees; Board/Committees assess implementation and develop action plans; Stakeholder Board updates Needs Assessment, Pipeline Services, Timeline(s), Logic Model, and Evaluation Plan at least 1x annually; grant objectives 6.1, 6.2, 6.3
Project Management	CSDs, DD, Principals	Ongoing *M/S:* CSD manages coordination and integration of all pipeline services with support from Principals; DD completes required reporting for funding source on-time using grant schedule
Supervision	DD, CSDs, PEC, LMSW, Teachers, Lehman Professors, Partners	Ongoing CSDs supervised by DD and principals; partner staff supervised by CSDs, PEC, and partner agencies; Teach-R supervised by classroom Teachers & Lehman College Professors; YAs supervised by CSDs, LMSW, and Lehman College Professors *M/S:* Ongoing staff observation; quarterly staff assessments, identification of professional improvement goals and assessment of progress towards goals

Staff Orientation and Cultural Competency Training	CA	Annual (August) *M/S:* FSCS Orientation/Cultural Competency training; attendance from CSDs, PEC, school staff, LMSW, Teach-R, YAs
Program Evaluation	Evaluator	Ongoing See Evaluation Plan for a full schedule of evaluation activities and milestones including data collection, reporting to funders and stakeholders/community, and improvement mechanisms
Sustainability Plan	Stakeholder Board, DD, Principals, CA, All Partners	Ongoing *M/S:* Annual sustainability plan developed/revised; incorporate FSCS into annual district and school planning; CA and partners secure additional funding for FSCS services
Students enter kindergarten ready to learn (Goal 1)		
Delivery of existing and new services*	CSDs, PEC, LMSW, Teach-R, YAs, Jumpstart, Preschool Advisory Committee	Ongoing delivery of high-quality early childhood education programs and support for child's transition to elementary school *M/S:* Preschool Advisory Committee meets quarterly (Obj 1.1, 1.2, 1.3)
Professional	CA	Biannual (Fall, Spring) each year *M/S:* CA training

Development		on effective transition supports and family engagement; CSDs, PEC, Teach-R & YAs attend
Students are achieving academically (Goal 2)		
Delivery of existing and new services*	CSDs, LMSW, PEC, Bike NY, NYJTL, Sweet Water, Bronx River Art Center, Teach-R, YAs, Academic and Attendance Advisory Committees	<u>Ongoing delivery of high-quality school and OST programs and strategies</u> *M/S:* Advisory Committees meet quarterly (Obj 2.1, 2.2, 2.3, 2.4)
Professional Development	Schools, Lehman College	<u>Biannual (Fall, Spring) each year</u> *M/S:* Professional development on academic instruction, remediation, pedagogy, and student assessment and differentiated instructional practices by schools and Lehman College; FSCS staff, school staff, Teach-R, and YAs participate
Students are safe, happy and have strong SEL skills that will help them succeed in school (Goal 3)		
Delivery of existing and new services*	CSDs, LMSW, PEC, Rethink Ed, Sweet Water, Teach-R, YAs,	<u>Ongoing delivery of high-quality school and OST programs and strategies</u> *M/S:* Advisory Committee meets quarterly (Obj 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

	and SEL/Anti-Violence Advisory Committee	
Professional Development	LMSW, CA, Schools, Rethink Ed, Sweet Water, Lehman College	<u>Biannual (Fall, Spring) each year</u> *M/S:* Professional development on SEL strategies/curriculum by LMSW, RethinkEd, Sweet Water, and Lehman College; LMSW provides training on MTSS; training on You & I Violence Prevention strategies by CA; schools provide training on PBIS, Restorative Practices; FSCS staff, school staff, Teach-R and YAs participate
Students are supported by engaged parents (Goal 4)		
Delivery of existing and new services*	CSDs, LMSW, PEC, Rethink Ed, NYJTL, Sweet Water, Bronx River Art Center, YAs	<u>Ongoing delivery of family and community engagement & supports</u> *M/S:* Active family membership in Stakeholder Board and Advisory Committees (Obj 4.1, 4.2, 4.3, 4.4)
Professional Development	CA	<u>Biannual (Fall, Spring) each year</u> *M/S:* CA training on family engagement; CSDs, PEC and YAs attend
Students have increased opportunities to learn because of community supports (Goal 5)		
Delivery of existing and	CSDs, PEC, LMSWs, YAs, CA Bronx Health	<u>Ongoing delivery of social, health, nutrition and mental health services/supports and family and</u>

new services*	Clinic, Montefiore Medical Center, The Helen Keller Foundation, Smile Dental, Food Bank for NYC, Health/Social Services Advisory Committee	community engagement/supports *M/S:* Advisory Committee meets quarterly (Obj 5.1, 5.2, 5.3)
Professional Development	CA, LMSW	Biannual (Fall, Spring) each year *M/S:* Training on systems of supports including referral and case management/tracking processes by CA, LMSW; training on effective family engagement strategies by CA; CSDs, PEC and YAs participate

SELECTION CRITERIA 6: QUALITY OF PROJECT EVALUATION

CA and the Consortium will partner with Laurus Evaluation Services (Laurus) to conduct an independent evaluation of the FSCS initiative at Fairmont and Samara. This partnership will provide CA and the Consortium with an objective, third-party evaluation that will drive continuous program improvement and sustainability. Laurus is experienced in evaluating community schools — including federally funded FSCSs — and understands how quality evaluation shapes an effective program. Since 2011, Laurus has evaluated 50+ federal and state-funded youth programs and community schools in New York and New Jersey, including multiple

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programs funded through the U.S. Department of Education including FSCS programs operated by the Paterson New Jersey Public Schools, Montclair State University, and Mercer Street Friends.

Laurus currently serves as the evaluator for 33 New York community schools funded through the NY 21st Century Community Learning Centers (21 CCLC) program, as well as 11 schools funded through NYS Extended School Day/School Violence Prevention funds, and 36 schools funded through NJ 21CCLC. As such, the Laurus team is experienced in the application of rigorous and appropriate statistical analyses to assess progress toward identified goals. Staff are versed in key statistical programs and Laurus works closely with clients to ensure clear communication of plans and findings.

Laurus is committed to providing our expertise in education and youth development-related evaluation to assist CA in developing and continuously improving a high quality FSCS program while also ensuring compliance with all required reporting. Our evaluators are well-versed in ways to engage various stakeholders in the data collection and evaluation process, having previously presented on this topic at national conferences in the field. Laurus, CA, and the Consortium will work together to develop an individualized evaluation design that considers the unique community context, putting the program on a track for success.

Laurus is led by Anne Thompson, the former Director of Evaluation and Special Projects for New Jersey After 3, a state-wide public-private initiative, Program Officer for The After-School Corporation (now ExpandEd), and Curriculum Developer, Program Supervisor, and Site Coordinator for the Sports & Arts in Schools Foundation (now New York Edge). She has also authored Program Operations Manuals for TASC and CA. She was previously a health care

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attorney in Atlanta and New York City. Ms. Thompson has a B.A. with honors from Williams College and a J.D. from Duke University School of Law. Her resume is attached.

A. EVALUATION METHODS ARE THOROUGH, FEASIBLE, AND APPROPRIATE

CA is committed to utilizing this grant opportunity to conduct a rigorous formative and summative evaluation of this FSCS program using methods that are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. To do so, Laurus will follow the Program Evaluation Standards set forth by the Joint Committee on Standards for Educational Evaluation (JCSEE) that include standards on utility, feasibility, propriety, accuracy, and accountability. At the beginning, midpoint, and end of each program year, the team will review the JCSEE Program Evaluation Standards Checklist to ensure that the evaluation plan remains appropriately focused.

Laurus will also employ the *Culturally Responsive Framework* that was developed to help evaluators redefine how they approach research with communities by both developing more inclusive research practices and by making efforts to shift power dynamics between researchers and research subjects. Each year of this project the evaluation team will review the *Guiding Questions for Incorporating Culturally Responsive Evaluation Practices and an Equity-Based Perspective, by Project Phase* tool that was developed by MDRC to ensure the evaluation plan continually applies an equity lens and culturally responsive practices across project phases including project management, project design, impact research design, implementation research design, technical assistance formative feedback design, cost study design, and data collection fielding activities. Laurus will also employ the Community Schools Evaluation Toolkit developed by the Coalition for Community Schools through the Institute for Educational Leadership to ensure that the program logic model and performance indicators facilitate a

thorough, feasible, and appropriate evaluation. Data collection will be carried out in a trauma-informed manner with care given to limit the data collection burden on stakeholder groups.

The evaluation methods are highly feasible based on the Consortium's capacity, commitment to data collection, and continuous improvement as well as evaluator capacity. The methods are appropriate because they align closely with project goals, objectives, and outcomes; they also minimize the data burden on project participants. To minimize this burden, the evaluation will, to the extent possible, examine existing data through publicly available reports and specific data requests to the NYC DOE Research and Policy Support Group (RPSG) rather than primary sources. The evaluation will be thorough because it will include formative/process and summative/outcome evaluation methods and will collect and examine both quantitative and qualitative data. Data collection will be conducted in languages and modalities appropriate to those served by this FSCS program. This mixed methods approach is appropriate to the evaluation of community school initiatives because quantitative data will allow concrete measures of outcomes and effectiveness, while qualitative data will identify project process and outcomes features that will complement quantitative data. It also allows the evaluator to triangulate data from multiple sources to determine the extent to which program objectives and outcomes have been met, as well as to elevate the lived experiences of those participating in the FSCS program. The combination of the two approaches will provide context that helps the project team have a fuller understanding of the reasons behind the program's successes and challenges, informing continuous program improvement and potential replication in other sites. The evaluation of the CA FSCS program is designed to answer two critical evaluation questions:

1.   To what extent and how well was the project implemented with fidelity to the program model? What modifications were implemented, and what are needed?

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2.   Did student outcomes improve? If so, which students and to what extent?

To help answer these questions, Laurus will employ goal-based, process-based, and outcomes-based evaluation methods including the collection and measuring of: Participation of target populations and subsets in specific FSCS services; descriptive data on population and staff demographics and qualifications; testing and pre/post assessments; performance measurement (e.g., school graduation rates); subjective qualitative methods such as observations, testimonials, and photographs; person-focused data like surveys and interviews of service populations and other stakeholders; process-based methods including Fidelity Checklists tracking implementation efforts and assessments of process components like recruitment and communication efforts; and examination of broad impacts and whether greater good was served as a result of the initiative. Evaluation data sources will include:

- Student level data on demographics, grades, and attendance will be gathered through each school's New Vision's Attendance Heat Map, which is in place at Fairmont and Samara. Attendance data will be a critical baseline component.

- Information about student discipline/behaviors such as suspensions, bullying, harassment, violence, and drug and alcohol use will be obtained through the NYC DOE Online Occurrence Reporting System (OORS). It will also be obtained through behavior reports generated by each school.

- State assessment data in ELA and math will be obtained for each school through requests to RPSG. Scores from 2022-23 assessments will serve as baseline data.

- Information about school climate will be gathered through the biannual administration of the U.S. Department of Education School Climate Survey Tool (EDSCLS).

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- Information about SEL will be gathered through implementation of the DESSA tool at the beginning, middle, and end of the school year as well as through regular RethinkEd assessments.

- Exit Ticket surveys will be administered to families and community members immediately after their participation in any program workshop, event, or activity.

- Family participation in each program activity will be measured through attendance data; to measure overall changes to family engagement, the Family Engagement and Trust (FEAT) survey will be administered at the beginning and end of each program year.

- Information on the number, qualifications, retention, and demographic characteristics of teachers and other school staff will be collected from the New York Department of Education data system.

- Students, family members, program staff, and school day teachers will complete annual year end surveys addressing satisfaction and learning. Surveys will be administered digitally through Google Forms; however, paper surveys will also be made available since some families may have limited online access.

- Two annual site visits will take place at each school. These will include observations, focus groups, and interviews of key stakeholders (students, families, school staff).

Through an assessment of these varied types of data, the evaluation will identify themes and patterns in participant experiences and responses, individual and community perceptions, project trends, lessons learned, and how these lessons can be applied to different aspects of the program. All student level data will be linked by unique IDs and exclude identifiable and confidential information. Data analyses will include frequencies, descriptives, and graphs such as histograms to illustrate distributions of indicators such as state assessment results, i-Ready assessments,

positive and negative behavior assessments (DESSA), and stakeholder ratings of school climate. Correlation analyses will identify trends over time and will be disaggregated by school and student demographics to the extent possible. Summaries of qualitative data will be presented along with data tables. The Data Collection Schedule is as follows:

Table 15: FSCS Project Data Collection Schedule

FSCS Indicator	Data Source	Schedule
Student School Day Attendance/ Chronic Absenteeism Rates	New Visions Heat Map, data from RPSG	Monthly
School Day Demographics	New Visions Heat Map, RPSG data	Monthly
Student Discipline Rates (suspensions, expulsions, etc.)	OORS Reports School Behavior Reports	Quarterly Monthly
Student State Assessment Data	RPSG	Annually
Student i-Ready Assessments	i-Ready assessment results	Quarterly
School Climate Perception	EDSCLS	2x year
Student SEL data	DESSA	3x year
Expanded & Enriched Learning Time – Afterschool Program Attendance and Demographics	CitySpan/CSIS, New Visions Heat Map	Monthly
Family Participation and Learning	Exit Ticket survey results Year-end surveys	Monthly Annually
Family Satisfaction	FEAT surveys	2x year

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School Staff Demographics, Qualifications and Retention	NYC DOE data system	Annually
Key Stakeholder Perceptions	Site Visits (Focus groups, Interviews) Year-end surveys	2x year Annually
Collaborative Leadership and Practice Strategies	Collaborative professional development attendance, training content and meeting minutes; Stakeholder Board and Advisory Committee attendance and meeting minutes	Annually

Prior to data collection, Laurus will submit the evaluation plan to its NYC DOE Internal Review Board (IRB) for approval. All members of the Laurus evaluation team have completed human subject protection training. The evaluation will also follow Family Education Rights and Privacy Act (FERPA) regulations, including statements in the consent forms notifying participants they may decline participation in any/all parts of the evaluation, including surveys, interviews, and focus group discussions. The evaluation will adhere to the standards developed by the American Evaluation Association Joint Committee on Standards.

B. EVALUATION METHODS PROVIDE PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT OF PROGRESS TOWARD ACHIEVING GOALS

Laurus will use participatory evaluation methods to involve critical stakeholders in interpreting funding and ensure ongoing use of performance feedback. Prior to program start-up, Laurus will meet with key stakeholders to review and solicit feedback on the initial evaluation plan and data collection instruments to ensure they are responsive to the school community. The evaluator will

also hold quarterly calls/meetings with the Stakeholder Board where data summaries will be shared and results communicated. Participants will have the opportunity to ask questions and review and discuss findings to promote continuous project improvement. This is in keeping with the performance management approach of on-going collection and use of data for real-time decision-making and refining and improving program approach/activities as necessary.

To ensure the program is implementing program activities as planned and is progressing towards its goals, the Evaluator will also provide feedback through a variety of mechanisms each program year. During the initial two months of the program, the Evaluator will create a secure dashboard that key program partners will be able to access. Data for this dashboard and evaluation reports described below will be analyzed using both descriptive (e.g., average, range, mode) and inferential statistics (e.g., correlation analysis, t-tests, ANOVA, regression) methods. This dashboard will include baseline data, data that is collected through the tools above, and trends over time. The dashboard will be consistently updated as new data is gathered in order to be utilized by all stakeholders for information sharing and in continuous improvement efforts. No personally identifiable information about individual students will be shared through the dashboard; rather, the database can be sorted by characteristics such as class, grade level, gender, etc. A sample database view is as follows:

Figure 12: Sample Data Dashboard
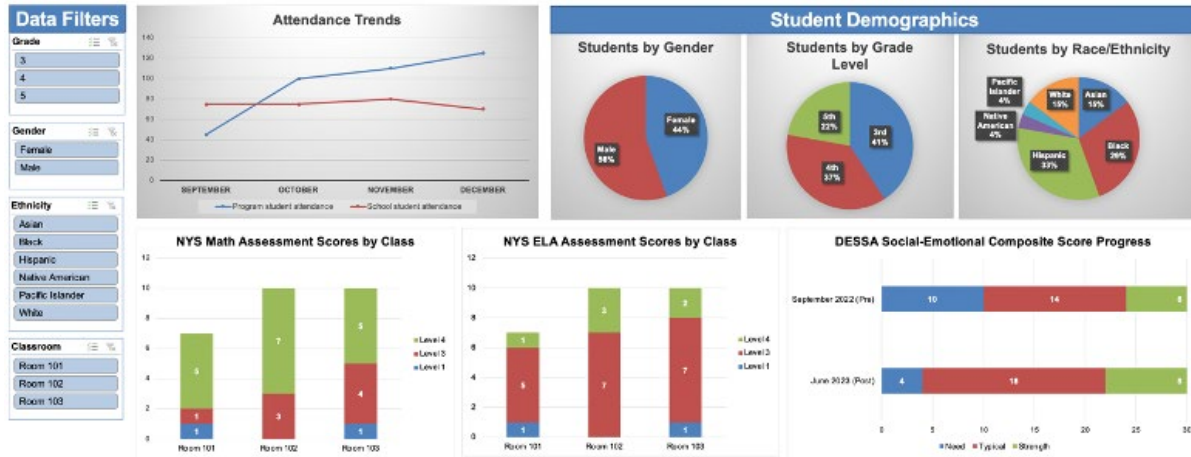
The evaluator will also provide annual written mid-year and year-end evaluation reports detailing findings that will be distributed to the Stakeholder Team, Advisory Committees, and other key stakeholders. These reports will include descriptive analyses of participation in activities, aggregated student attendance and achievement data, summaries of survey data, observations from site visits, progress towards each program objective, and conclusions and recommendations for continuous improvement. Data will be disaggregated to assess outcomes by subgroup (e.g. age, race/ethnicity, economic status, ELL and Newcomers, students with IEPs, students in temporary housing) and conduct subgroup analysis to determine the extent to which services and outcomes are delivered and accrued equitably. In addition to narrative text, findings will be reported through visual figures and tables, including trends analyses, and aggregated across participants. Single page summaries of these reports outlining the status of program outcomes and progress will be developed for distribution to community partners and the community at large as a way to not only share information, but also elicit additional feedback from community members. All versions of annual evaluation reports will be posted on stakeholder websites and otherwise made publicly available.

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C. EVALUATION METHODS PROVIDE VALID AND RELIABLE DATA

Laurus worked closely with the Consortium to select evaluation methods that align with project goals and objectives and yield valid and reliable performance measure data. Many data collection tools Laurus will use, such as the FEAT and EDSCLS, have been rigorously refined and validated over time; the evaluation team will also ensure that all project-developed tools and instruments have content validity, face validity, and relevance to the FSCS initiative and target populations. All primary data collection tools and processes will be developed/reviewed by two members of the evaluation team as well as the Stakeholder Board to enhance their validity and reliability and ensure that different respondent groups will similarly interpret the language in both English and Spanish versions of each tool. Laurus will develop a standardized tool that will guide the feedback process, and use such feedback to make instrument revisions and modifications as needed.

Prior to implementation, surveys will be piloted to all applicable groups as an additional method of ensuring reliability and validity. Survey responses will remain anonymous and qualitative data analysis software will be used to code qualitative data and identify trends and patterns in responses. Evaluators will also develop interview and focus group protocols. Site visits will be conducted by an external evaluator independent of program staff; a second member of the evaluation team will review and confer on findings to enhance inter-rater reliability. Additional strategies to ensure the reliability and validity of the evaluation instruments include:

- Using adequate numbers of questions to assess each objective/outcome: although we seek to reduce the burden of evaluation on program stakeholders, we will ensure that all tools have sufficient items because research shows that reliability increases with tool length.

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- Ensuring consistent data collection environments: we will work to ensure that the data collection environments are consistent to increase the likelihood of reliable and valid results. For example, all interviews will be conducted the same way (online or in-person) and survey respondents will be given the same amount of time.

- Platform use: for any aspects of the evaluation that are conducted online, we will work to ensure that respondents can familiarize themselves with the survey platform in advance. Laurus will work with the Stakeholder Board to determine the platform that would be easiest for program stakeholders to access.

- Trained interviewers: Laurus will ensure that all evaluation staff that will interact with FSCS stakeholders are fully trained in qualitative collection methods to ensure data is collected uniformly and objectively.

To ensure the production of both valid and reliable data, the evaluation will utilize a triangulated data collection plan that will also employ methodological and investigator triangulation research methods. The evaluation will include a wide variety of data sources and collection mechanisms, including enrollment and attendance, grades, test scores, school climate data, student/family data, site visit observations, surveys, key informant interviews, and focus groups. This multiplicity of sources will allow findings to be corroborated, and any limitations in the data to be compensated by the strengths of other data, thereby increasing the validity and reliability of the results. In addition, the plan to combine quantitative and qualitative methods enhances the ability of the evaluation to rule out rival explanations of change and improves the validity and reliability of change-related findings.

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