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Part 4: Application Narrative

Our project, titled One Linden Community Schools, qualifies for Absolute Priority 1 because we will develop and implement two Full-Service Community Schools (FSCS) eligible for the schoolwide program (as defined in the competition announcement) under section 1114(b) of the ESEA as part of a community- or district-wide strategy. Hamilton STEM and Windsor STEM Academies in Columbus City Schools are both Title I schools with 100% of students coming from economically disadvantaged families. We also qualify for Absolute Priority 3: Capacity-Building and Development based on our program goals and objectives. Additionally, our proposal meets Competitive Preference Priorities 1 and 2, as our two FSCS will meet students' social, emotional, and academic needs through multi-tiered systems of supports, new and expanded pipeline services, and strengthened cross-agency coordination and community engagement to advance systemic change. Our Consortium is comprised of a broad representation of stakeholders from multiple agencies, which include the Community and Youth Collaborative at The Ohio State University (CAYCI-OSU), Hamilton and Windsor STEM Academies in Columbus City Schools, the City of Columbus, United Way of Central Ohio, St. Stephens Community House, LiFE*sports*, the YMCA of Central Ohio, and Nationwide Childrens Hospital. We will work together to develop and implement the FSCSs, plan for sustainability, improve our systems, and strengthen infrastructure in the broader Linden area where the two schools are located. Last, our plan meets the conditions for the Invitation Priority, as we aim to support effective transition practices, the continuity of services and supports, and alignment of instruction for students from preschool to other early childhood settings into kindergarten and from kindergarten into the early grades (K-3).

Selection Criteria 1: Need for the Project	PP 3 - 21
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This proposal aims to support the adoption of the full-service community school framework in two K-6 elementary schools, Windsor and Hamilton STEM Academies in Columbus City Schools located in Columbus, Ohio. Both schools are Title 1 eligible due to community poverty status eligible for the schoolwide program under section 1114(b). The district has chosen to use the Title 1 Schoolwide program model. Therefore, each school is eligible to be identified as an FSCS site for full implementation. As evidenced through the extensive Needs Assessment and Gap Analysis outlined here related to Windsor and Hamilton STEM Academies, there is a clear need among this underserved population that impacts academic learning and the health and wellness of all students (Grades Pre-K to 6th) in these two urban schools.

School and Student Demographics

As evidenced by data in **Table 1** (School Comparisons to State and District Demographics), a majority of students attending Hamilton and Windsor STEM Academies, located in the Linden neighborhood of Columbus, identify as students of color (> 90%), and those experiencing the effects of poverty (100%). Notably, the state of Ohio now designates Columbus City Schools, the school district where Hamilton and Windsor are located, as having 100% community poverty levels. Within Columbus City Schools, students attending Hamilton and Windsor are disproportionately those who identify as Black, Non-Hispanic (73.8% - 81%) compared to other schools in the district (52.7%), and those experiencing lower attendance rates and higher mobility rates on average. Compared to schools in Ohio, both elementary schools are disproportionately serving more youth of color, families experiencing economic hardships, and those over- and under-identified as students with disabilities. Targeted strategies to support the whole learner are needed to address disparities in these socially vulnerable elementary schools.

Table 1. School Comparisons to State and District Demographics

Demographic	State Average	Columbus City Schools (District)	Hamilton STEM	Windsor STEM
Enrollment	1,614,633	45,192	399	342
Economic Disadvantage	47.3%	100%	100%	100%
Gender				
Male	n/a	49%	53%	51%
Female	n/a	51%	47%	49%
Race/Ethnicity				
Black/Non-Hispanic	17.1%	52.7%	73.8%	81%
Multiracial	6.0%	7.8%	10.3%	7.2%
White	66.8%	20.7%	10.3%	5.2%
Hispanic	7.1%	15.4%	4.3%	5.5%
Other	3.1%	3.4%	1.3%	1.1%
Disability Status	15.9%	18.1%	18.8%	11.9%
Attendance Rate	90.4%	79.7%	75.9%	75.9%
Mobility Rate	n/a	18.5%	18.6%	19.8%

Source. Ohio Department of Education, Ohio Report Card Data, 2021-2022.¹

Community and Neighborhood Context

Demographic trends exemplify high levels of intergenerational poverty influencing students attending Hamilton and Windsor STEM Academies. Of note, the two elementary schools are located in the Linden neighborhood northeast of Downtown Columbus in Franklin County, Ohio. In Columbus, Linden is a historic neighborhood with 18,000 residents. Once a vibrant commercial district, urban unrest, and suburban subsidies in the 1960s drew many Linden residents away from this community leading to major demographic and economic shifts. Many challenges have persisted since, and residents struggle with unemployment, poverty, low levels of educational attainment, and high rates of crime. The median household income is [REDACTED] lower than the average median household income of [REDACTED] in Franklin County and

¹ Ohio Department of Education (2022). *Columbus City School District: District at a glance*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/district/043802>

██████ in Ohio (U.S. Census Bureau, 2022²). In total, an estimated 33% of households in Linden zip codes make less than ██████ annually (U.S. Census Bureau, 2022), and 46% of Linden households receive Supplemental Nutrition Assistance Program (SNAP) benefits (as compared to 17.4% across the City of Columbus (City of Columbus, 2018³). As a result of socioeconomic challenges, families struggle with housing instability, as 57% of renters in Linden spend greater than 30% of their income on rent compared to 44.1% in Franklin County.

At the intersection of race and socioeconomic status, 62.6% of residents in the Linden community identify as Black, Non-Hispanic meanwhile 13.3% of residents in the state of Ohio identify as Black, Non-Hispanic (U.S. Census Bureau, 2022). Hence, the Linden community disproportionately reflects families experiencing the effects of poverty and those who identify as racial and ethnic minorities in the state, contributing to other social and health-related risks. In the most recent Linden Quarterly report card, data showed the infant mortality rate (IMR) in Linden was 18.4 (as compared to 7.4 in Franklin County). Further, 15.9% of pregnancies resulted in preterm births (as compared to 10.8% in Franklin County). In terms of employment, educational disparities influence access to quality job opportunities and security. For instance, 23.1% of adults 25+ living in Linden are without a high school diploma/GED (as compared to 8.2% in Franklin County). Another 13.6% of individuals 16 years+ in the Linden community are unemployed (as compared to 5.7% in Franklin County). As a result of these economic and social factors, students and families in the Linden community are experiencing widening academic, social, and behavioral health risks.

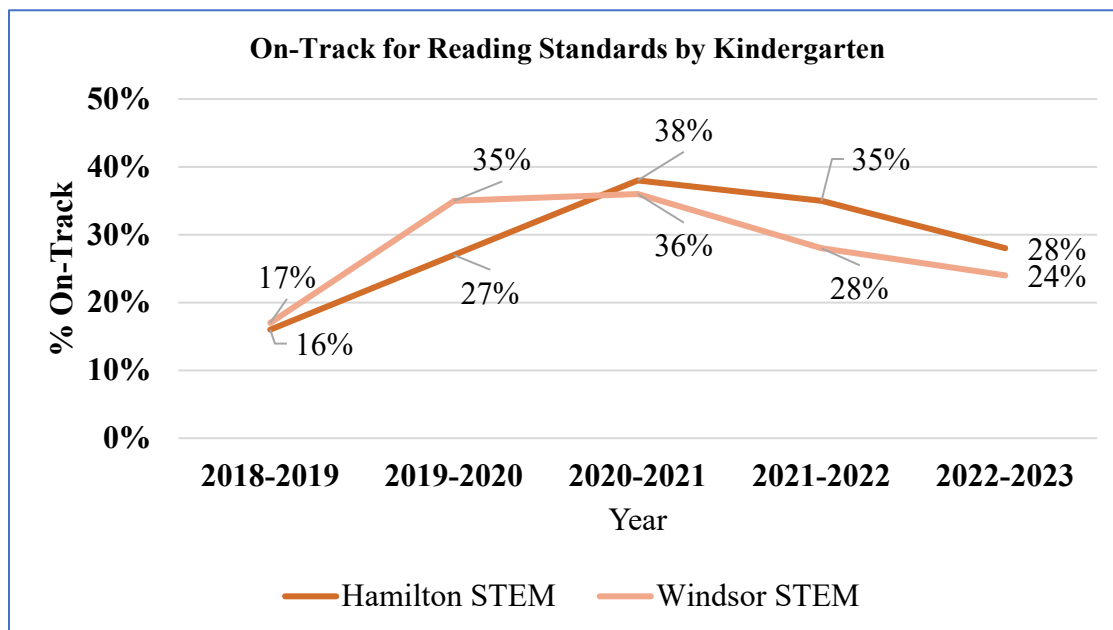
² U.S. Census Bureau. (2022). *Quick facts: Ohio*. Retrieved from <https://www.census.gov/quickfacts/fact/table/OH/PST045222>

³ City of Columbus. (2022). *One Linden Plan*. Retrieved from https://www.onelinden.org/files/ugd/ce33bf_10407146e073436b9b5c3e11fad9ed8b.pdf

Academic Indicators of Need

Prior to students enrolling at Hamilton and Windsor STEM Academies in the Linden community, Ohio School Report Card data show only about 1 in 4 students are on-track to meet kindergarten reading standards in a given year. Trends from 2018 to 2023 reflect an evident priority, especially since the COVID-19 pandemic, to focus on early childhood education and transitions from preschool into elementary school in the Linden community. In fact, since the pandemic, the community has witnessed a decline in reading proficiencies among kindergarteners with trends, moving from approximately 1 in 3 students entering 1st-grade on-track to now 1 in 4 students on-track for reading. Trends are reflected in **Figure 1**.

Figure 1. Percent of Kindergarteners On-Track for Reading



Once enrolled, students attending Hamilton and Windsor STEM Academies demonstrate notable achievement gaps that have only been exacerbated by the pandemic and subsequent economic challenges. Ohio School Report Card data indicates approximately 13% of third-grade students in Linden are proficient on the state English language arts (ELA) test, and 90% of

students that have received a reading improvement and monitoring plan remain off track in ELA. Trends are below district averages, whereby Columbus City Schools report proficiency levels of 26% among third-grade students (Ohio Department of Education, 2022). Students attending Hamilton and Windsor also are well below state and district norms for proficiency in third-grade math. **Table 2** documents the achievement gaps influencing students in the Linden community.

Table 2. Third-Grade ELA and Math Achievement Comparisons

Achievement Indicator	State Average	Columbus City Schools	Hamilton STEM	Windsor STEM
3 rd Grade ELA	58.7%	26.2%	11.4%	15%
3 rd Grade Math	59.8%	33.5%	6.8%	2.5%

Source. Ohio Department of Education, Ohio Report Card Data, 2021-2022.^{4, 5}

Academic needs are even more evident since the COVID-19 pandemic and among students experiencing challenges at the intersections of poverty, race, and ability. At Hamilton STEM Academy in 2020-2021, students who identify as Black/Non-Hispanic, and students with a disability were less likely to meet proficiency standards in 4th, 5th, and 6th grade ELA; 5th grade science; and 6th grade math. As data became more readily available in 2021-2022, students identifying as Black/Non-Hispanic and students with a disability were also those most at-risk for low achievement compared to school averages across almost all proficiency indicators.

Comparably, students attending Windsor STEM Academy who identify as Black/Non-Hispanic

⁴ Ohio Department of Education. (2022). *Hamilton STEM Academy: School details, achievement, progress*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/school/014902>

⁵ Ohio Department of Education. (2022). *Windsor STEM Academy: School details, achievement, progress*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/school/041749>

also are those at-risk for low achievement with challenges related to ELA achievement (3rd, 4th, 5th, and 6th) reported since the COVID-19 pandemic (see **Table 3**).

Table 3. Hamilton and Windsor STEM Academy Achievement Data 2021-2022

Indicator	Windsor			Hamilton		
	Overall School	Black	Disability	Overall School	Black	Disability
Enrollment (N)	383	310	46	399	294	75
% of Enrollment	100%	81%	12.0%	100%	74%	18.8%
Attendance	75.80%	76%	78.7%	75.8%	74%	78.0%
% Proficient or Above						
3rd Grade ELA	15.0%	15.2%	NC	11.4%	8%	10.0%
3rd Grade Math	<5.0%	<5.0%	NC	6.8%	<5.0%	10.0%
4th Grade ELA	11.4%	7.7%	NC	19.6%	17%	15.4%
4th Grade Math	<5.0%	<5.0%	NC	6.0%	<5.0%	<5.0%
5th Grade ELA	6.7%	5.3%	NC	28.8%	25%	8.30%
5th Grade Math	<5.0%	<5.0%	NC	<5.0%	<5.0%	<5.0%
5th Grade Science	8.7%	10.3%	NC	5.8%	6%	<5.0%
6th Grade ELA	10.2%	8.5%	<5.0	12.2%	6%	<5.0%
6th Grade Math	<5.0%	<5.0%	<5.0	6.3%	<5.0%	<5.0%

Source. Ohio Department of Education, Ohio Report Card Data, 2021-2022. ^{6, 7} Note. NC = No count.

Hamilton and Windsor STEM Academies also are falling short of student growth expectations. Ohio's Star Rating District Report Card system includes Value-Added as a graded measure within the state's *Progress* component. **Table 4 (Academic Success Data)** includes the

⁶ Ohio Department of Education. (2022). *Hamilton STEM Academy: School details, achievement, progress*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/school/014902>

⁷ Ohio Department of Education. (2022). *Windsor STEM Academy: School details, achievement, progress*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/school/041749>

overall Value-Added as well as the gifted subgroup in English Language Arts (ELA), math, and science. On the progress component within the 2022 state report card, Columbus City Schools received [3 Stars overall](#) (significant evidence that the district met student growth expectations). However, schools in the Linden community are clearly behind on Value-Added indicators regarding achievement (see CCS received 2 Stars and Linden elementary schools received 1 Star). As evidenced by data presented below, the greatest challenges in this community and districtwide are a lack of sufficient student growth in literacy matched by challenges in achievement, progress, and gap closing in the neighborhood’s high school, Linden McKinley.

Table 4. Academic Success Data

Value-Added Measure	Columbus City Schools	Hamilton STEM	Windsor STEM	Linden McKinley High School
Improving K-3 At-Risk Readers	1 Star	1 Star	1 Star	n/a
Achievement	2 Stars	1 Star	1 Star	1 Star
Progress	3 Stars	4 Stars	3 Stars	1 Star
Gap Closing	3 Stars	4 Stars	3 Stars	1 Star

Source. Ohio Department of Education, Ohio Report Card Data, 2021-2022.⁸

Gaps in achievement at Hamilton and Windsor STEM Academies contribute to low attendance and poor achievement outcomes across the educational pipeline, as evidenced by lower high school graduation rates, namely at Linden McKinley High School (feeder high school connected to Hamilton and Windsor elementary schools). Compared to state and district averages from 2021-2022, students attending Linden McKinley High School are less likely to graduate

⁸ Ohio Department of Education (2022). *Columbus City School District: Ohio district report card value-added measures*. Retrieved from <https://ohiova.sas.com/e/accountability.html?as=a&w4=19&ww=98273#entityId=9827>

high school, and disparities are exacerbated for students who identify as Black, Non-Hispanic, and students with disabilities (see Table 5).

Table 5. Comparison of High School Attendance and Graduation Rates

Achievement Indicator	State Average	Columbus City Schools	Linden McKinley High School		
			Overall	Black	Disability
Attendance	90.4%	79.7%	60.8%	61%	61.2%
4-Year Graduation Rate	89%	79.7%	74.5%	75%	65%
5-Year Graduation Rate	NC	83.6%	78.9%	81.5%	NC

Source. Ohio Department of Education, Ohio Report Card Data, 2021-2022.^{9, 10, 11}

Note. NC = No count available.

School Climate Indicators of Need

Beyond academics, students attending Hamilton and Windsor demonstrate notable non-academic needs, specifically behavioral concerns related to experiences of trauma and environmental risks (e.g., community violence, housing insecurity, unemployment, etc.). Annually, the schools track the following office of discipline referrals (ODRs): (1) Level 1: minor offenses; (2) Level 2: repeated level 1 offenses or serious misconduct; (3) Level 3: repeated level 1 and level 2 offenses, illegal and/or serious misconduct, or life or health-threatening offenses; and (4) positive efforts for adjustment and knowledge (P.E.A.K.); P.E.A.K.

⁹ Ohio Department of Education (2022). *Columbus City School District: District at a glance*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/district/043802>

¹⁰ Ohio Department of Education (2022). *Facts and figures: Ohio's education landscape*. Retrieved from <https://education.ohio.gov/Media/Facts-and-Figures>

¹¹ Ohio Department of Education. (2022). *Linden-McKinley STEM Academy: School details, achievement, progress*. Ohio School Report Cards. Retrieved from <https://reportcard.education.ohio.gov/school/detail/021030>

interventions are driven by the PBIS activities in the schools and provide students with individualized support to help them redirect and learn skills before major behavioral consequences. Of note, in 2016, Hamilton had the third-highest rates of ODRs in the district, just behind two large high schools (Britt et al., 2022¹²). Windsor also had over 2,000 ODRs in 2018. Students continue to demonstrate behavioral needs with over 2,000 ODRs reported at Hamilton, and over 1,000 ODRs at Windsor during the 2022-2023 academic year (see **Table 6**).

Table 6. Office Discipline Referrals 2021-2023

Office of Discipline Referrals	Hamilton STEM		Windsor STEM	
	2021-2022	2022-2023	2021-2022	2022-2023
# Level I Events	246	267	179	227
# Level II Events	776	1217	647	731
# Level III Events	153	185	93	174
# P.E.A.K. Events	96	526	0	N/A
# Total Events	1,271	2,195	919	1,132

Source. School-level data collected from 2021 to 2023.

In addition, over the past several years, the two schools have also examined underlying conditions and needs using the Community and Youth Collaborative Institute School Experience Surveys (CAYCI-SES; Anderson-Butcher et al., 2013¹³). The CAYCI-SES is a battery of valid and reliable instruments listed in the National Center on Safe and Supportive Learning Environment and the U.S. Department of Education's National School Climate Survey Compendium.¹⁴ CAYCI-SES surveys have been completed by students and teachers/staff in the

¹² Britt, N., Bates, S., Anderson-Butcher, D., Edwards, R., Noteman, N., Brady, C., DuMond, L., & Childs, T. (2022). University-assisted community schools as partners in neighborhood revitalization efforts. *Children & Schools, 45*(1), 35-45. doi.org/10.1093/cs/cdac024

¹³ Anderson-Butcher, D., Amorose, A., Bates, S., Iachini, A., Ball, A., & Henderson, T. (2019). Driving school improvement planning with Community and Youth Collaborative Institute School Experience Surveys. *Children & Schools, 42*(1), 7-17. doi.org/10.1093/cs/cdz028

¹⁴ National Center on Safe and Supportive Learning Environments (2023). *School climate survey compendium*. American Institutes for Research: Arlington, VA. Retrieved from

two schools for the past two years and demonstrate growing school climate priorities, especially those focused on promoting safety and belonging/connectedness. Specifically, 3rd through 6th-grade students at Hamilton (52 in 2021; 161 in 2022) and Windsor (52 in 2021; 115 in 2022) completed these surveys assessing school climate, school connectedness, and diversity, equity, inclusion, and belonging (DEIB). As highlighted below, CAYCI-SES trend data demonstrate opportunities to improve school climate and help students feel more engaged and connected to the school (see Table 7).

Table 7. Hamilton and Windsor Engagement Concerns

CAYCI-SES Questions	Hamilton	Windsor
	% Agree or Strongly Agree	
I have a positive attitude toward school.	71%	74%
I enjoy coming to school.	60%	64%
I feel like I belong at school.	63%	71%
Have you ever been bullied at school?	52%	43%
I feel safe at school.	74%	71%
Students treat others who are different with respect.	59%	48%

Source. CAYCI-SES data collected in 2021 at Hamilton and Windsor STEM Academies.

In total, 1 out of every 3 students at Hamilton and 1 out of 4 students at Windsor report they do not feel like they belong at their school. Furthermore, data indicate approximately 40% of students across both schools report they do not enjoy coming to school. Data demonstrate opportunities to leverage FSCS initiatives to address issues of diversity, equity, inclusion, and belonging (DEIB) and a sense of connectedness to school/learning. In addition to eliciting

<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

feedback from students, 21 in 2021 and 29 in 2022 teachers/staff at Hamilton and 31 in 2021, and 18 in 2022 at Windsor completed the CAYCI-SES. Data collected indicated needs related to climate, engagement, and gaps in the student learning support systems specific to individual families and building environments. Hamilton STEM Academy also presents an evident need to improve the school’s overall climate as only 1 in 5 teachers/staff perceive the school has a positive school climate, and only about half feel the school has a clear set of rules and expectations for students. Addressing these climate issues is actionable via the FCSC initiatives and supports.

Teachers and school staff note an overall perception of low academic motivation among students that is concerning in terms of their overall success in the classroom and beyond. CAYCI-SES data from 2022 indicates only 28% of teachers/school staff agree or strongly agree with the statement, “Students are confident in their ability to manage their schoolwork.” In addition, only 1 in 2 teachers/school staff perceive students as having a positive attitude toward school (see **Table 8**). Trends related to school climate are influencing teacher/staff retention outcomes as well. Hamilton had a turnover rate of 31% of teachers/staff after the 2022-2023 academic year, and Windsor had 19% of teachers/school staff turnover. Getting the conditions right for teachers and school staff is an imminent priority for this FSCS project.

Table 8. Teacher/Staff Perceptions of School Climate in 2021 and 2022

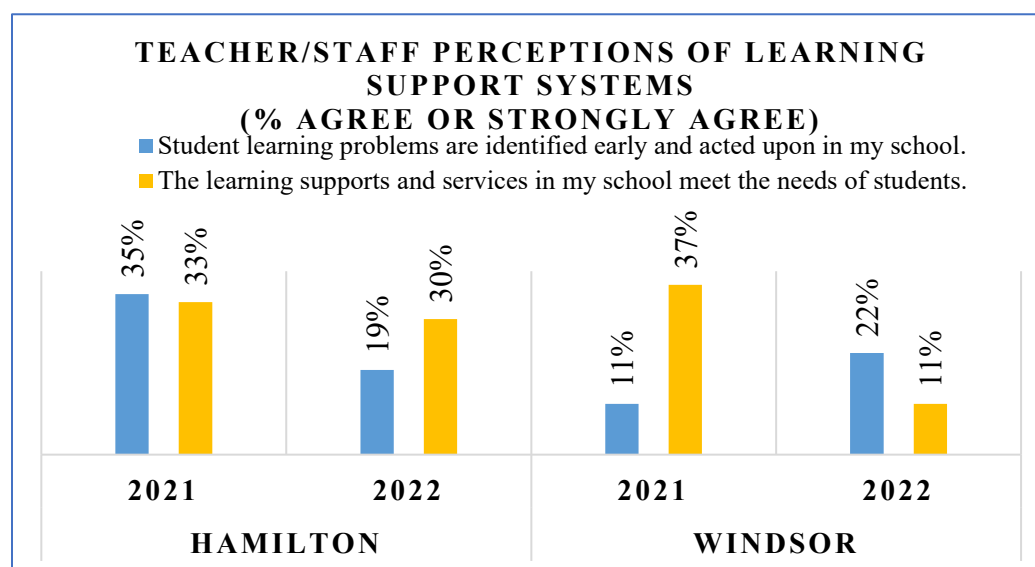
Teacher/Staff Perceptions	Hamilton		Windsor	
	2021	2022	2021	2022
My school has a positive climate.	22%	18%	48%	0%
Students have a positive attitude toward school.	19%	19%	71%	50%
My school sets clear expectations for students.	83%	55%	71%	29%

Source. CAYCI-SES data collected from 2021 to 2022 at Hamilton and Windsor.

Learning Support Continuum, Collaboration, and Coordinator Needs

Other data on the CAYCI-SES, as reported by teachers/staff at both proposed FSCS schools, demonstrate challenges with the learning support system at both schools. Hamilton teachers and school staff report a need for more school-wide and early intervention support related to the school's learning support system. Initiatives such as P.E.A.K. and other programs have helped to address these issues over time (see Figure 2), yet following the COVID-19 pandemic, only 1 in 3 teachers/staff feel students are able to get additional supports and that the learning support system aligns with student needs. This presents as an opportunity to implement FSCS initiatives to improve Hamilton and Windsor's overall learning support system.

Figure 2. Teacher/Staff Perceptions of Learning Support Systems



Source. CAYCI-SES data collected from 2021 to 2022 at Hamilton STEM Academy.

Trauma, Community Violence Exposure, and Behavioral Health Needs

Such vast behavioral and school climate issues are matched by heightened mental health/behavioral health needs that demand investments in these schools that support the whole learner. Currently, both elementary schools do not have the recommended ratios of school social

workers and school counselors to support students and families. Indeed, Hamilton and Windsor both have one school social worker and one school counselor and share a designated mental health clinician (Nationwide Children’s Behavioral Health School-Based Services) and school psychologist (see **Table 9**). Ratios are concerning, especially as Ohio has had one of the highest increases in suicidal ideation and now ranks 12th nationally among states with the highest rates of youth experiencing major depressive episodes (Reinert et al., 2021¹⁵).

Table 9. Hamilton and Windsor Student Support Personnel

Profession/Personnel	Recommended Ratios (Student: Personnel)	Hamilton STEM Personnel	Windsor STEM Personnel
Student Enrollment	n/a	399	342
School Social Workers	1:250	1	1
School Counselors	1:250	1	1
Mental Health Clinician	n/a (see above)	.6 FTE	.4 FTE
School Psychologist	1:500	.6 FTE	.4 FTE
Family Ambassador	n/a	1	1

Source. School-level data on personnel provided by school principals in 2023.

Since 2017, 27% of all external injury deaths for children ages 10 to 17 in Franklin County were due to suicide. Trends are similar to data from across Ohio that indicate the prevalence of major depressive episodes has risen from 9% in 2020 to 15% in 2022, and 63% of youth in Ohio did not receive mental health treatment (Hope Futures Campaign, 2022¹⁶). The COVID-19 pandemic also unearthed significant health disparities, including the adverse impact

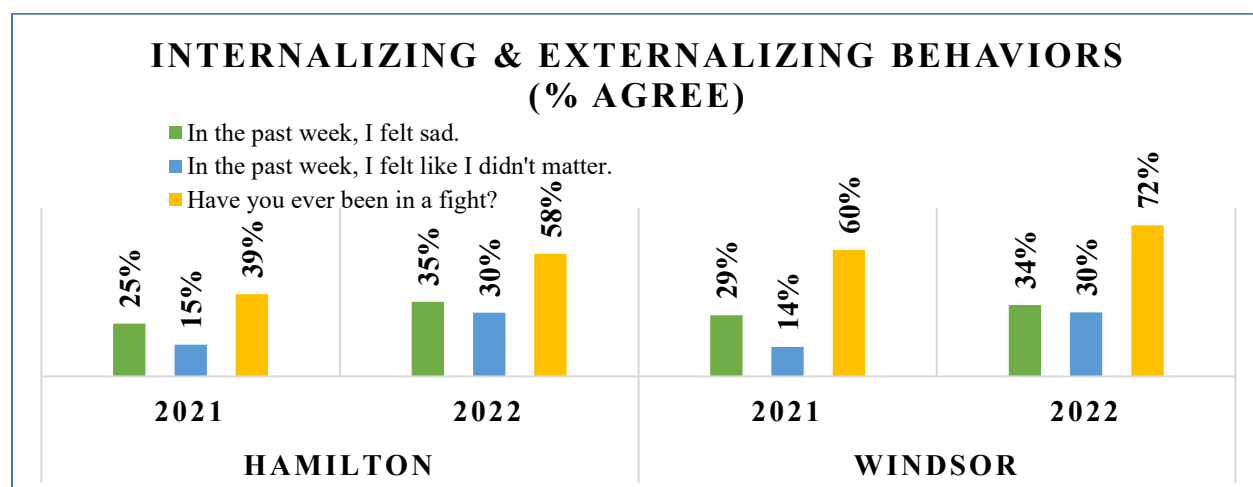
¹⁵ Reinert, M., Fritze, D., & Nguyen, T. (2021). *The state of mental health in America 2022*. Mental Health America, Alexandria VA. Retrieved from <https://www.mhanational.org/issues/state-mental-health-america>

¹⁶ Hope Futures. (2022). *America’s school mental health report card: February 2022*. Retrieved from https://hopefulfutures.us/wp-content/uploads/2022/02/Final_Master_021522.pdf

felt by BIPOC families emanating from decades of inadequate and unresponsive systems of care and structural racism (National Urban League, 2020¹⁷). Based on the levels of need reported by students and teachers/staff, the schools would benefit from additional wraparound supports and services to address symptoms of trauma, promote learning, and support children’s overall health and development.

Mental health concerns also are skyrocketing based on student report data, especially in relation to internalizing symptomatology post-COVID. For instance, students were asked to rate the degree to which they had certain feelings in the past week. At Hamilton, in 2022, 58% at Hamilton and 72% at Windsor reported they had been in a fight during the past week (up 19% at Hamilton from the previous year). Internalizing symptomologies also are increasing, with 58% of students at Hamilton and 34% at Windsor feeling sad in the last week (up 10% at Hamilton). The toll of covid-19 is evidenced by the significant increase in the request and need for mental health services by students and families (see **Figure 3**).

Figure 3. Hamilton and Windsor Student Internalizing and Externalizing Behaviors

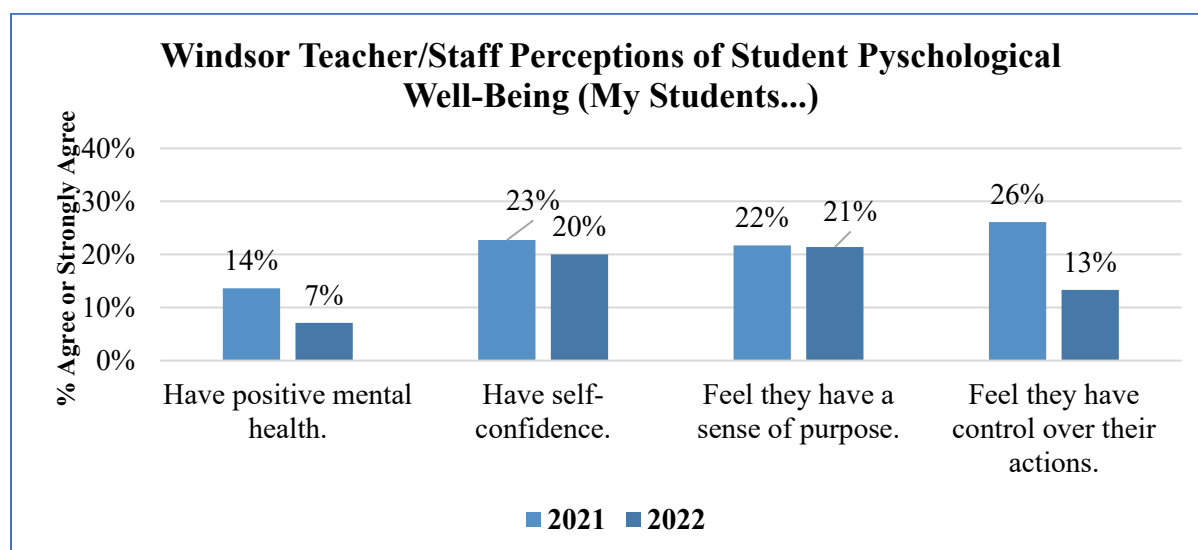


¹⁷ National Urban League. (2020). *2020 State of Black America*. Washington, D.C. Retrieved from <https://soba.iamempowered.com/2020-report>

Source. CAYCI-SES data collected from 2021 to 2022.

Teachers and school staff at Windsor STEM Academy corroborate behavioral concerns that align with broader mental health and behavioral health needs. For instance, since the COVID-19 pandemic, teachers and school staff report less than 1 out of every 10 students have positive mental health, and only 1 out of every 5 demonstrate self-confidence and a sense of purpose (see **Figure 4**).

Figure 4. Windsor Teacher/Staff Perceptions of Student Psychological Well-Being



Source. CAYCI-SES data collected from 2021 to 2022 at Windsor STEM Academy.

In the community, youth and families in Linden also experience additional risks for behavioral health concerns that require attention and investment in prevention and intervention activities, such as integrated supports through FSCSs. In a survey of 800 households conducted in 2021, 3 out of every 4 adults in Linden reported experiencing trauma, and 1 in 5 adults reported experiencing a traumatic event in the last year (Columbus Public Health, 2022¹⁸).

¹⁸ Columbus Public Health. (2022). *Trauma statistics 2022* [PowerPoint presentation]. City of Columbus, Department of Public Health.

Furthermore, household violence indicators in the county are of high concern with over 5,000 instances of domestic violence and over 13,000 reports of child abuse during the COVID-19 pandemic (see **Table 10**).

Table 10. Columbus Public Health Trauma and Household Violence Statistics

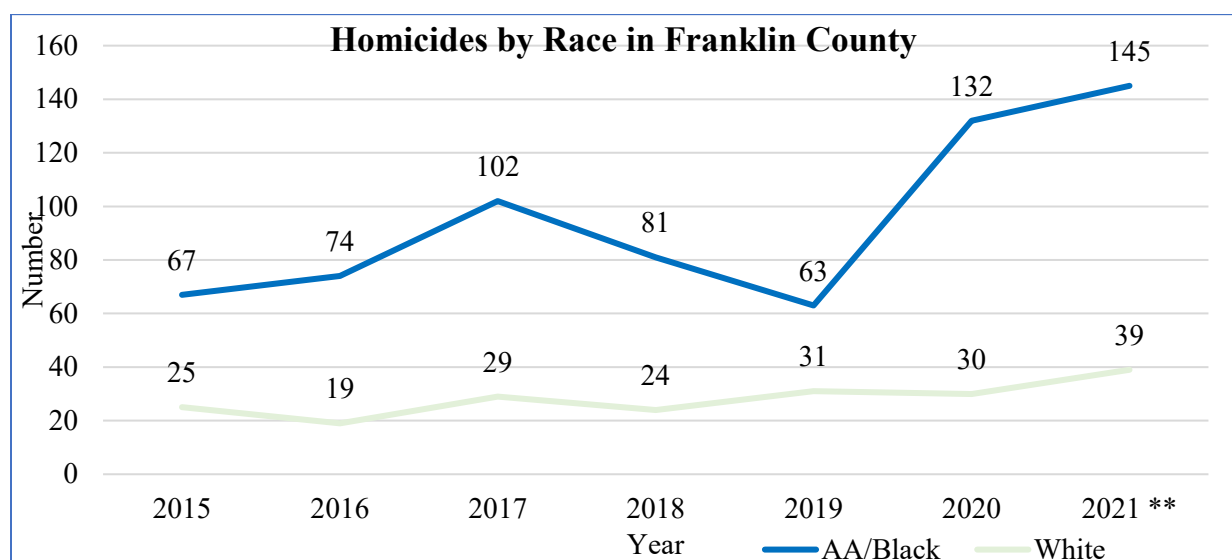
Trauma Indicators	Linden Adults
Percent of respondents who:	
Have ever experienced a trauma	78.2%
Of those who have experienced trauma:	
Experienced trauma as a child	72.0%
Experienced trauma within the past year	20.3%
Instances in Franklin County in 2020:	
Domestic Violence	5,272
Domestic Violence (resulted in injury)	2,324
Reports of Child Abuse and Neglect	13,737
% Physical Abuse	49%
% Neglect	17%
% Multiple Allegations	12%
% Sexual Abuse	
Reports of Exploitation of Individuals Age 60+	1,200
Emergency Room Visits (2018-2021)	800
Homicides by Firearm	184
Child Homicides/Deaths Due to Firearms	41

Source. Columbus Public Health Data, 2022.

Violence in impoverished neighborhoods further contributes to rising rates of psychological distress and behavioral health needs. In 2021, Franklin County saw the highest number of homicides of any year on record for adults and children. Moreover, between 2019 and 2021, Columbus Public Health (2022) reported a 53% increase in homicides among Black/African American residents (see **Figure 5**). Students attending Hamilton and Windsor are therein those most impacted by images and news related to the shooting of young Black/African American residents, as the average age of entering the emergency room with a gunshot wound in Franklin County is 30 (Columbus Public Health, 2022¹⁸). Additionally, since 2017, an alarming

number of homicides have occurred among Franklin County children, and 75% of these children lived in a "Celebrate One Priority Neighborhood" that include Linden zip codes. Notably, the number of Black children who died by a firearm was more than ten times greater than the number of White children who died by firearm in Franklin County. County trends indicate an evident need to support children's well-being and create opportunities that safeguard them during out-of-school time.

Figure 5. Homicides by Race in Franklin County



Source. Columbus Public Health Data, 2022.¹⁸

Summary of Findings of Needs and Gaps

Given these needs assessment data, we provide an assurance that the district and its partner entities will **focus services on Hamilton STEM Elementary and Windsor STEM Elementary, both of which are eligible for a schoolwide program** under section 1114(b) of the ESEA (4625(a)(5)). Upon award, a full-time FSCS Coordinator will be hired (see job description in Appendix) for each school and the FSCS program model will be fully implemented with

fidelity at both schools. The UA-FSCS site will provide support, resources, and services to close four gaps and needs identified through our needs assessment (See Table 11).

Table 11. Four Priority Gaps and Needs to be Addressed by the FSCS Model

<p>Gap 1: Significant Academic Needs Specific to Pre-K to 3rd Grade</p> <ul style="list-style-type: none"> • Improve preschool and K-3 literacy. • Improve student growth expectations and academic proficiency • Significantly increase the percentage of children who score ‘demonstrating’ on KRA-R • Address disparities in learning gaps among student subgroups
<p>Gap 2: Chronic Absenteeism, Lack of School Engagement, and School Climate-Related Concerns</p> <ul style="list-style-type: none"> • Improve student attendance and engagement in learning • Foster student engagement by improving relationships, belonging, and motivation • Ensure implementation of PBIS, MTSS, and school climate strategies to promote engagement and foster better working and learning conditions • Improve conditions for teachers/staff to address turnover and stabilize schools
<p>Gap 3: Needs for a Strengthened Learning Support System and Collaboration/Coordinator Functions</p> <ul style="list-style-type: none"> • Significant need to improve communication channels and coordinate pipeline services • Students and families in need of services are not being served and still have needs • Schools lack Student Assistance Programs with embedded Student Support Teams (SAT) to coordinate prevention, intervention, and wraparound services • Need to further mobilize public/private partners to leverage resources to meet demand and needs
<p>Gap 4: History of Trauma, Violence Exposure, and Behavioral Mental Health Concerns</p> <ul style="list-style-type: none"> • Increase mental health services, social-emotional interventions, enriched learning opportunities, and positive youth development programming. • Provide systemic supports to decrease discipline issues, threatening behaviors, and violence • Need for family and community-wide interventions to address neighborhood risks

Selection Criteria 2: Quality of the Project Design

PP 21 - 44

Our Program Design builds directly from the four major gaps and needs identified in the needs assessment section, including:

- Gap One: Significant Academic Needs Specific to Pre-K to 3rd Grade;
- Gap Two: Chronic Absenteeism, Lack of School Engagement, and School Climate-Related Concerns;
- Gap Three: Needs for a Strengthened Learning Support System and Collaboration/Coordinator Functions; and
- Gap Four: History of Trauma, Violence Exposure, and Behavioral Mental Health Concerns.

In the face of decreasing resources and increasing pressures to demonstrate improvements in academic outcomes, schools such as Windsor and Hamilton STEM Academies in Columbus City Schools (CCS) are tackling complex student needs that are interconnected across school, family, and community systems (Anderson-Butcher et al., 2022¹⁹; Mellin, 2009²⁰). Like other urban schools across the country, there are sociocultural and structural issues that exist, ones often layered on top of the immense needs of highly impacted students and families. Specifically, urban schools tend to operate in densely populated areas serving significantly more students and are often marked with higher concentrations of poverty, greater racial and ethnic and linguistic diversity, and more frequent rates of student mobility (Kincheloe,

¹⁹ Anderson-Butcher, D., Bates, S., Lawson, H., Childs, T., & Iachini, A. (2022). The Community Collaboration Model for School Improvement: A scoping review. *Education Sciences*, 12(12), 918-938. doi.org/10.3390/educsci12120918

²⁰ Mellin, E. A. (2009). Unpacking interdisciplinary collaboration in expanded school mental health: A conceptual model for developing the evidence base. *Advances in School Mental Health Promotion*, 2(3), 4-14.

2010²¹).

Structural challenges also make it difficult to educate the most vulnerable students, ones such as persistently low student achievement, lack of instructional coherence, inexperienced teaching staff and high turnover, challenges in business operations, and low expectations of students). Poverty-related barriers are ample, as students and their families in the urban core are often faced with food insecurities, homelessness and unstable housing, unemployment, mental health challenges, family instabilities, and neighborhood risks (including norms for violence). We have experienced these challenges firsthand at Hamilton and Windsor STEM Academies, as well as in Linden and the broader City of Columbus. A University-Assisted Full-Service Community School (UA-FSCS) promise to meet the unique needs of urban schools and the communities as they leverage local non-profit, public and private sectors, and others to bring services and supports into school buildings. A literature review highlights key FSCS components and enables reviewers to appreciate the research and policy supports for our work.

Full-Service Community Schools

Community schools originated during the first decade of the 20th Century, thanks to the pioneering work of Jane Addams and John Dewey in Chicago. They integrated the settlement house idea with that of the neighborhood school—specifically how schools could serve as hubs of healthy child development, family support, and neighborhood cohesion. The modern version of community schools follows suit. As with the Addams-Dewey original, community schools serve as hubs for entire neighborhoods, especially poor, socially excluded communities such as urban ones home to ethnic minority and immigrant children and their families.

Community schools involve multiple stakeholders including students, families, schools,

²¹ Kincheloe, J. L. (2010). Chapter one: Why a book on urban education? *Counterpoints*, 215, 1-25.

and community agencies. As hubs for high-poverty and isolated communities which have high needs for resources, such as urban areas, community schools can be seen as the platform for school districts and their community partners to provide comprehensive and coordinated services to students and families in need. Aiming for long-term sustainability of student success, formal collaborative relationships are built among schools and community-based organizations, both for-profit and nonprofit, to maximize resources and supports for students and their families. Supporting healthy, successful students and schools are the ultimate goals of community schools. Academic improvement, attendance, and health/mental health promotion are typical priorities of community schools that are especially salient to the needs of urban communities. According to Maier et al., 2018 (p. 104)²², “*a well-implemented community school leads to improvement in student and school outcomes, and contributes to meeting the educational needs of low-achieving students in high-poverty schools. Strong research reinforces the efficacy of integrated student supports, expanded learning time and opportunities, and family and community engagement as intervention strategies.*”

Building off the concept of community schools, full-service schools, popularized by Joy Dryfoos (1994)²³, initially focused on the relocation of health and social services at schools. In the original model, social and health service providers, educators, and governmental officials made all of the decisions about which services would be relocated to schools. Service providers, once relocated to schools, were expected to collaborate and integrate their specialized services, and providers were expected to work as teams. Full-service schools spawned an international movement operating under the name of school-linked health and social services (e.g., Lawson &

²² Maier, A., Daniel, J., Oakes, J., & Lam, L. (2018). Community Schools: A Promising Foundation for Progress. *American Educator*, 42(2), 17-22.

²³ Dryfoos, J. G. (1994). *Full-service schools: A revolution in health and social services for children, youth, and families*. Jossey-Bass.

Sailor, 2001). As a result of their embedment within the school, community-based service providers were better positioned to offer services to children, because they were able to address core issues, rooted in family systems, peer groups, and neighborhoods, linked to students' presenting problems in schools, health, mental health, juvenile justice, and child welfare.

Thanks to pioneering leaders and their organizations (e.g., The Children's Aid Society, The Coalition for Community Schools, The University of Pennsylvania Netter Center's university-assisted community schools), the full-service school and the community school models have been joined and integrated. The Full-Service Community School (FSCS)-hybrid has become a mainstay (Dryfoos, et al., 2005).²⁴ The modern prototype continues to feature co-located programs and services at specific school sites and accompanying claims about "one stop shopping" for children, families, and residents are accurate - however, it also takes into account local cultural and economic realities. Put frankly, some districts cannot immediately create and fund new facilities and partnerships needed for "the Cadillac version" of FSCS. FSCS, therefore, often combines a school-based and a school-linked (community-based) design.

Today's FSCSs have a critically important feature, one that originates with Addams and Dewey and is furthered by Dryfoos. Local residents—youth, parents, and neighborhood leaders—are "at the table" when decisions are made about their schools and how these schools will help them achieve their aspirations and respond to their needs and wants. Local residents have genuine power and authority; modern FSCS thus are empowerment-oriented. These local stakeholders—youth, parents, and community leaders—have voice and choice regarding which programs and services are offered, where and when they are offered, and who offers them. As a result, local determinations pave the way for local variations in the FSCS configurations.

²⁴ Dryfoos, J. (2005). Full-service community schools: a strategy--not a program. *New Directions for Youth Development*, (107), 7-14.

Over the years, nonetheless, there is increasing evidence to support FSCS. The educational system is strengthened as both school and community-based resources are leveraged to support teaching and instruction, provide student-, classroom-, and school-level interventions, offer positive youth development and health/social services, foster school climate, improve communication channels, and engage families and the community (Anderson-Butcher et al., 2018; Oakes et al., 2017).^{25,26} Better outcomes accrue as schools become the “hubs” of the community and places where students, families, and community members can access services and support during the school day and out-of-school time. Research on FSCS and other partnership models demonstrates improved academic success, enhanced school climate, improved behavior, and strengthened system-level capacities such as improved linkage/ referral processes and teaming structures (Anderson-Butcher et al., 2018; Johnston et al., 2020).²⁷

University-Assisted Full-Service Community Schools

Based on the innovative work of the University of Pennsylvania’s Netter Center, UA-FSCS have further added to the possibilities for this model. Importantly, university-assisted FSCS mobilize the resources of higher education to support schools, families, and communities while grounding research, teaching, and service in locally identified community issues. In this practice model, faculty may, for example, partner with FSCS to develop and test evidence-based practices for supporting social-emotional health among children. College students from a variety of majors may also support the efforts of FSCS by volunteering their time as tutors or completing internships (social work, nursing, mental health counseling) that allow schools to expand the

²⁵ Anderson-Butcher, D., Paluta, L., Sterling, K., & Anderson, C. (2018). Ensuring healthy youth development through community schools: A case study. *Children & Schools, 40*(1), 7-16.

²⁶ Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. *National education policy center*.

²⁷ Johnston, W., Engberg, J., Opper, I., Sontag-Padilla, L., & Xenakis, L. (2020). *Illustrating the promise of community schools*. Rand Corporation. file:///C:/Users/Guest%20Account/Downloads/RAND_RR3245.pdf.

scale and scope of support services. University-assisted FSCS are unique as they mobilize the resources of higher education to support schools, families, and communities while grounding research, teaching, and service in locally identified community issues (Rimkunas et al., 2023).²⁸ In the case of the schools in Columbus, we believe university-assisted FSCS can change the tide for our urban community.

Absolute and Competitive Priorities

Under the umbrella of the Research Foundation at The Ohio State University (OSU; the legal applicant and fiscal agent for this proposal) and led by our Community and Youth Collaborative Institute (CAYCI) in the College of Social Work, our broad consortium proposes to build on our history of local effectiveness to plan, implement, and operate two university-assisted FSCS in Columbus City Schools in Ohio. UA-FSCSs are unique as they mobilize the resources of higher education to support schools while grounding research, teaching, and service in locally identified community issues. In adherence to Section 4622 (1)(B) requirements for eligible applicants, we are a consortium comprised of Columbus City Schools, the university, community-based organizations, non-profit organizations, and the City of Columbus.

Our proposal, One Linden Community Schools aims to: (1) develop two university-assisted FSCS in high-poverty, urban PreK-6 schools; (2) implement evidence-based activities, strategies, and/or interventions; (3) add or enhance pipeline services within each school and the local community across the four FSCS pillars (i.e., integrated student supports, family and community engagement, enriched and expanded learning opportunities, and collaborative structures); (4) recruit and retain effective teachers and other professionals for practice; and (5)

²⁸ Rimkunas, N., Bronstein, L., & Anderson, E. (2023). University-Assisted Community Schools. *Children and Schools*, 45(1), 3-5.

disseminate key findings, lessons learned, and success stories to promote policy change, scale-up, and replication. Here we describe how our project qualifies for the Absolute Priorities 1 and 3, two Competitive Preference Priorities, and the Invitational Priority outlined in the FY 2023 Full-Service Community Schools (FSCS) Competition Announcement.

Absolute Priority 1: Title IA Schoolwide Program Eligibility

This project qualifies for Absolutely Priority 1 because it will serve two full-service community schools that are eligible for a schoolwide program (as defined in the competition announcement) under section 1114(b) of the ESEA as part of a community- or district-wide strategy. The two schools to adopt the FSCS model are Hamilton STEM Academy and Windsor STEM Academy in Columbus City Schools. Both are Title I schools, with 100% of students coming from economically disadvantaged families.

Absolute Priority 3: Capacity-Building and Development Grants

Through our project, we will develop the infrastructure, activities, and partnerships necessary to adopt and implement two FSCS at Hamilton and Windsor STEM Academies in the Columbus City Schools. We will leverage the findings of our initial and annual needs/resources assessment to engage families and the community in the schools. We also will gather data on required performance indicators, including the number and percentage of families and students served each year of the program. We will build the capacities of our schools and partners to provide services across the four FSCS pillars.

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

Our two FSCS will provide multi-tiered systems of supports to address barriers to learning, especially as we adopt and implement evidence-based practices to address the multiple social, emotional, and academic needs among students at Hamilton and Windsor, especially those demonstrating chronic absenteeism and behavioral challenges. Our project design also involves strengthening both schools' climate and culture to improve student engagement, promote positive relationships, and foster safe and supportive learning environments. Pipeline services outlined in our project application are supported by promising evidence, as defined in the competition announcement. *The Incredible Years*, *functional behavior assessment based-interventions*, and *social skills training* are three evidence-based activities, strategies, or interventions used in each of the two proposed school sites for this grant. Here we describe each evidence-based activity, strategy, and intervention, the evidence supporting it, as well as how we will implement the program or strategy within our university-assisted FSCS sites.

The Incredible Years program meets the What Works Clearinghouse (WWC) standard required for promising and moderate evidence of effectiveness. Research evidence suggests potentially positive effects on external behavior and potentially positive effects on social outcomes for children classified as having an emotional disturbance. One WWC-reviewed study examining *The Incredible Years* program (Webster-Stratton et al., 2004)²⁹, is a randomized controlled trial that meets evidence standards. As an evidence-informed intervention, this program will help support the social-emotional development of students in our elementary school sites, a key area of focus for pipeline services in both schools, and will be

²⁹ Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 33(1), 105-124.

implemented individually, in small groups, and/or as a preventative measure for entire classrooms. Organized in collaboration with the FSCS Coordinators, teachers in both the school sites will receive training in implementing *The Incredible Years* curriculum and will implement the program throughout the duration of the grant. Additionally, our masters level social work (MSW) interns, under the supervision of the FSCS Coordinators, will support teachers in their implementation of this program.

In collaboration with school psychologists, teachers, and other school staff, our two FSCS Coordinators and MSW interns will also support *functional behavioral assessment (FBA)-based interventions* in both schools. Here, the purpose of behaviors are systematically examined, considering both the antecedents and rewards for problem behaviors. The results of these analyses are used to develop individualized interventions that aim to reduce problematic behaviors and increase positive behaviors. Evidence from multiple single-case design studies (for example – Christensen et al., 2012; Losinski et al., 2015)^{30, 31} reviewed by the WWC suggest that that *functional behavioral assessment (FBA)-based interventions* may have potentially positive effects for improving school engagement as well as decreasing problematic behaviors. Both of these outcomes align well with the identified needs at both identified project schools and allow us to implement evidence-based practices into our pipeline of services.

While Columbus City Schools and the two projected FSCS sites, Hamilton and Windsor, have implemented Positive Behavior Intervention System (PBIS) and MTSS districtwide, there is no Student Assistance Program (SAP) in place to develop, implement and monitor prevention,

³⁰ Christensen, L., Renshaw, T., Caldarella, P., & Young, J. (2012). Training a general educator to use function-based support for students at risk for behavior disorders. *Education, 133*(2), 313-335.

³¹ Losinski, M., Maag, J. W., Katsiyannis, A., & Ryan, J. B. (2015). The use of structural behavioral assessment to develop interventions for secondary students exhibiting challenging behaviors. *Education and Treatment of Children, 38*(2), 149-174.

early intervention and wraparound services. The Substance Abuse and Mental Health Services Administration (SAMHSA)³² defines SAP as “a comprehensive, school-based framework designed to provide a variety of services, including (1) education, (2) prevention, (3) early identification, (4) evidence-based intervention, (5) referral processes, and (6) guided support services for students in kindergarten through grade 12 who are exhibiting a range of risk factors that interfere with their educational success. Furthermore, SAMHSA reports that school-based student assistance provides a prominent and effective means to address substance use and mental health concerns through prevention and intervention support. As such, SAPs bring mental health promotion, prevention, treatment, and continuing care practices to school settings. This often includes, but is not limited to, services that address normal developmental issues for students as well as issues related trauma, mental health, and other barriers to learning.”

Social skills training also meets the WWC standard required for promising and moderate evidence of effectiveness. Evidence from studies of *social skills training* demonstrates positive social-emotional effects among children with disabilities in early education setting (Beelmann & Losel, 2021; Gates et al., 2017)^{33, 34} - which is a primary focus of the pipeline services proposed for both UA-FSCS in this proposal. MSW interns will also provide social skills training both in the classroom in collaboration with teachers and in small groups. Under the supervision of the UA-FSCS Coordinators, these MSW interns will support children pre-kindergarten through 2nd grade. This is done with classroom instruction in

³² Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.). *Strategic plan FY2019 – FY2023*. Retrieved from https://www.samhsa.gov/sites/default/files/samhsa_strategic_plan_fy19-fy23_final-508.pdf

³³ Beelmann, A., & Losel, F. (2021). A comprehensive meta-analysis of randomized evaluations of the effect of child social skills training on antisocial development. *Journal of Developmental and Life-Course Criminology*, 7, 41-65.

³⁴ Gates, J.A., Kang, E., & Lerner, M.D. (2017). Efficacy of group social skills interventions for youth with autism spectrum disorder: A systematic review and meta-analysis. *Clinical Psychology Review*, 52, 164-181.

collaboration with the classroom teachers as well as in small groups for students needing more support. They will use play to help children learn how to be a good friend, take turns, identify feelings, and take responsibility as well as games to address impulse control and deal with frustration. All activities are developed with success in mind to help build confidence, emotional regulation skills, and self-esteem. As outlined in the WWC, three independent studies have revealed the positive social emotional impact social skill training can have on young children (Ferentino, 1991; Guglielmo & Tryon, 2001; LeBlanc & Matson, 1995).^{35,36, 37}

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

The One Linden Community Schools Initiative overall will engage the school and the community to strengthen cross-agency coordination and promote systems change. Our Linden Consortium is comprised of a broad representation of stakeholders from multiple agencies which includes CAYCI-OSU, Hamilton STEM Academy, Windsor STEM Academy, Columbus City Schools, the City of Columbus, United Way of Central Ohio, City Year, St. Stephens Community House, LiFEsports, the YMCA of Central Ohio, and Nationwide Childrens Hospital. We will work together over the course of the grant to develop and implement the FSCS, plan for sustainability, and improve our systems, coordinate pipeline services, and strengthen infrastructure to better support students, families, and the broader community of Linden.

³⁵ Ferentino, S. C. (1991). Teaching social skills to preschool children in a special education program (Doctoral dissertation, Hofstra University, 1991). *Dissertation Abstracts International*, 52, 4490.

³⁶ Guglielmo, H. M., & Tryon, G. S. (2001). Social skill training in an integrated preschool program. *School Psychology Quarterly*, 16(2), 158.

³⁷ Leblanc, L. A., & Matson, C. L. (1995). A social skills training program for preschoolers with developmental delays: Generalization and social validity. *Behavior Modification*, 19(2), 234-246.

Invitational Priority: Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3).

We also prioritize fluidity in practices that support successful transitions from preschool and other early childhood settings into Kindergarten, from Kindergarten into the early grades through 3rd grade, and as 6th graders transition to middle school. Integrated supports, outreach efforts, and expanded learning opportunities will be crucial for ensuring students come to school ready and able to learn.

Linden Consortium

To date, Ohio State University’s Community and Youth Collaborative Institute (CAYCI-OSU) has become a national and international leader in developing, implementing and evaluating school-linked and school-based services, family engagement, and community schools, especially in relation to building the capacity of and evaluating FSCS in both urban and urban communities. CAYCI-OSU is actively working with an array of schools, community organizations, local foundations, and the university to expand our capacity to grow FSCS and other evidence-based practices. Our emerging work to “Grow Your Own” school-based mental health cadre with Dublin City Schools in Ohio has gained the attention of the Governor’s Office and other universities in our state (i.e., Case Western). We also currently serve as the evaluator for a federally funded UA-FSCS grant operating in New York and led by Binghamton University (which serves as a Technical Assistance Center in Central and Western New York).

Our Consortium for this One Linden Community Schools program includes CAYCI-OSU, Columbus City Schools (Windsor and Hamilton STEM Academies), the Department of Neighborhoods at the City of Columbus, United Way of Central Ohio (UWCO), we have been working together for over 6 years, building partnerships across school and community systems

to provide a range of services for students, especially those in high-need communities and to help support positive youth development. **Table 12** includes information about each major Consortium member. Other key partnerships include the YMCA of Central Ohio, St. Stephens Community House, Linden Life, LiFEsports, City Year, Big Brothers Big Sisters, Nationwide Childrens Hospital, and the Final Third Foundation. As the planning, implementation, and operation of our two UA-FSCS evolves, we anticipate adding new members to our Consortium and developing additional partnerships to help address identified needs and priorities as they arise, allowing for the sustainability of this project to reach beyond the life of this grant. Of note, our Consortium has received international and national recognition for this work, most recently by disseminating findings and innovations in Chile and Italy.

Table 12. One Linden Community Schools Consortium

Consortium Member	Mission/Focus
Community and Youth Collaborative Institute in the College of Social Work at Ohio State (CAYCI)	CAYCI is a national and international leader working actively with an array of schools, community organizations, local foundations, and the university to expand the capacity to grow community schools and strengthen learning supports systems all across the country.
Columbus City Schools (CCS), Hamilton STEM, and Windsor STEM Academies	CCS is a large urban school district located in Columbus, the State Capital of Ohio. CCS is located in Franklin County, and currently enrolls over 1 million students in Grades K-12. At Hamilton STEM Pre-K-6, enrollment is 399 and 100% of students are considered economically disadvantaged. At Windsor STEM Pre-K-6, enrollment is 342 students with 100% of students considered economically disadvantaged.
City of Columbus, Department of Neighborhoods	The City of Columbus Department of Neighborhoods serves as the “front door” to the city, by empowering residents, responding to their needs, working with neighborhood, government, school, and business leaders to resolve community concerns, and focus on building a stronger, more equitable Columbus. They also fund programs and services in Linden and coordinate with other departments at the City (i.e., Recreation and Parks) to leverage resources.

United Way of Central Ohio (UWCO)	UWCO supports a network of providers in the Central Ohio region to ensure people in crisis can meet their basic needs and children have equal opportunities to achieve student success. They leverage resources and funding for the community to provide pipeline services that help students be successful from cradle to career.
LiFEsports	LiFEsports is an empirically proven sport-based positive youth development program which teaches social skills through sport. Currently they have a community-based program at the Linden Community Center which turned away 80 youth from its program this summer.
Nationwide Children’s Hospital	Nationwide Children’s Hospital is one of the largest and most comprehensive pediatric hospitals and research institutes in the United States. The Hospital is affiliated with the Ohio State University College of Medicine, and provides health and behavioral mental health services to children and adolescents in the region, including those Medicaid eligible. The hospital also co-locates clinical mental health practitioners in Columbus City Schools (including Windsor and Hamilton).
One Linden and Local Partners	<p>The following partners also support educational and community initiatives in the Linden community. These partners include, but are not limited to:</p> <ul style="list-style-type: none"> • St. Stephens Community House • YMCA of Central Ohio • Nationwide Children’s Hospital • Linden Life • City Year

Through our work with these partners, we have made progress towards bringing new programs and services to these Linden elementary schools, but the need is so great we have only made a dent in relation to impact. This funding will allow us to begin and expand these efforts in these two high-poverty, urban school communities. Consistent with the UA-FSCS models, each site will build on and expand their community partnerships to offer pipeline services. In addition, this grant will expand professional development and linkages for each school and their community partners. Using evidence-based activities, strategies, and/or interventions, our broad, inclusive consortium proposes to build on our history of local effectiveness and national recognition to plan, implement, and operate pipeline services through university-assisted full-

service community schools at two high-poverty urban schools. Based on both national and local challenges and indicators of need, our initiative aims to: (1) develop two UA-FSCS in high-poverty, urban schools; (2) implement evidence-based activities, strategies, and/or interventions; (3) add or enhance pipeline services within each school and the local community across the four FSCS pillars (i.e., integrated student supports, family and community engagement, enriched and expanded learning opportunities, and collaborative structures); (4) recruit and retain effective teachers and other professionals for practice in urban schools; and (5) disseminate key findings, lessons learned, and success stories to promote policy change, sustainability, scale-up, and replication. To illustrate how we plan to accomplish each of these goals, the following table (see **Table 13** outlines measurable objectives and outcomes associated with each major goal.

Table 13. Measurable Goals, Objectives, and Outcomes, Person(s) Responsible, & Timeline

Goal 1: Develop UA-FSCS in two high-poverty, urban schools		Person(s) Responsible	Timeline
<p><u>Objective 1.A.:</u> Develop and/or enhance school and, as needed, school district capacities and competencies to strengthen and expand school-family- community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.</p>	<p><u>Outcome 1.A.1.:</u> Establishment of a FSCS planning local Community Table for each school. Table members will include school, family, and community perspectives and may include district and building level leaders, teachers and supportive services staff, students, parents/residents, community health professionals, mental health providers, juvenile justice and local law enforcement, and other community partners who might be involved in addressing conditions to learning.</p> <p><u>Outcome 1.A.2.:</u> Each school will add 3 new partners to its school improvement planning “Community Table” over the course of the grant.</p>	<p>Project Director, School Principals, & FSCS Coordinators</p>	<p>By August 31, 2024 & Years 2-5</p>
<p><u>Objective 1.B.:</u> In partnership with the Consortium, each FSCS Community Table will conduct additional needs and resource assessments as well as gap analyses to refine service plans described in Section C of this proposal.</p>	<p><u>Outcome 1.B.1.:</u> Each FSCS site will have a complete needs and resource assessment as well as gap analysis that maps directly to the 4 FSCS pillars described in this proposal.</p>	<p>Project Director & FSCS Coordinators</p>	<p>June 2024</p>

<p><u>Objective 1.C.:</u> Schools and their partners will create collaborative leadership structures designed to ensure effective delivery of services identified (either co-located in schools or school-linked) in Objective 1.B.</p>	<p><u>Outcome 1.C.1.:</u> At least 3 new partners (per school) from outside the school will participate in these processes. Likewise, 2 new resource-planning Community Tables will be created (one for each FSCS) based on top needs identified in the gap analysis (i.e., attendance, out-of-school time).</p> <p><u>Outcome 1.C.2.:</u> Increased community-based services co-located at schools.</p> <p><u>Outcome 1.C.3.:</u> Increased representation of community-based organizations in schools.</p> <p><u>Outcome 1.C.4.:</u> Formalized MOUs for roles, space, resources, and data sharing agreement.</p> <p><u>Outcome 1. C.5.</u> Quarterly FSCS newsletter.</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>June 2024; Years 1-5</p>
<p><u>Objective 1.D.:</u> Monitor and evaluate programs, services, processes, and structures in support of data-based decision-making and continuous improvement and learning.</p>	<p><u>Outcome 1.D.1.:</u> Annual evaluation report to the funder that will include: number and percentage of participants served at each FSCS and across the initiative, and other important process indicators (such as number of evidence-based programs; number of new partners added to the “Community Table”, etc.), variables related to implementation fidelity and usability, and targeted outcomes within each site that correspond to key goal areas and activities.</p>	<p>Principal Investigator & Lead Evaluator</p>	<p>Years 1-5</p>
<p>Goal Two: Implement evidence-based activities, strategies, and/or interventions.</p>			
<p><u>Objective 2.A.:</u> Enhance social-emotional learning, with specific emphasis on <i>The Incredible Years</i> program, social skills training, and functional behavior assessment and Student Assistance Program</p>	<p><u>Outcome 2.A.1.:</u> Assess school readiness and train staff (teachers, FSCS Coordinators, interns) from both sites in <i>The Incredible Years</i>, social skills training, and Student Assistance Program and Functional</p>	<p>Project Director, Principal Investigator, & FSCS Coordinators</p>	<p>By Sept 2023 & Years 1-5</p>

<p>interventions.</p>	<p>Behavioral Assessments, and social skills training based interventions to support social-emotional learning <u>Outcome 2.A.2.:</u> Continue or expand implementation of each of these evidence-based approaches for each FSCS site. <u>Outcome 2.A.3.:</u> Provide individual, group, and/or classroom social-emotional support to a minimum of 30 students annually through delivery of <i>The Incredible Years</i> curriculum, social skills training, and/or SAP/functional behavior assessment-based interventions. <u>Outcome 2.A.4.:</u> Improved behavior. <u>Outcome 2.A.5.:</u> Increased social skill outcomes. <u>Outcome 2.A.6.:</u> Increased school engagement and improved attendance. <u>Outcome 2.A.7.:</u> Improved social- emotional effects (less internalizing symptomology).</p>		
<p><u>Objective 2.B.:</u> Improve early childhood education and family engagement through the establishment of FSCS services including home visits, outreach services, Parent Cafés, family engagement nights, integrating and/or linking a daycare centers/preschools to support transitions and enrolling more children in early childhood development services.</p>	<p><u>Outcome 2.B.1.:</u> Each UA-FSCS will make 5 home visits per 10 months of the academic year (100 across both schools, each year; 500 over the five years of grant funding). <u>Outcome 2.B.2.:</u> Both UA-FSCS coordinators hired through the grant, family ambassadors at each school, and social work interns will be trained in the Parent Café model and/or outreach/case management best practices. Parent Cafés will be held quarterly at each school targeting at least 15 parents annually at each site (30 across both schools, each year; 150 parents over the five</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>By December 2024; Years 1-5</p>

	<p>years of grant funding).</p> <p><u>Outcome 2.B.3.:</u> Family engagement nights and celebrations will be held 3 times a year at each site (6 events per year with 100 participants each (600 contacts); 30 over the five years of grant funding).</p> <p><u>Outcome 2.B.4.:</u> Establish a Community Resource Room at each FSCS and serve a minimum of 50 families per year (250 families over the five years of grant funding).</p> <p><u>Outcome 2.B.5.:</u> Integrate or link local preschool/special needs preschool to support transitions and enroll more children in early childhood development services (30/year; increase numbers enrolled by 10% each year of grant funding). <u>Outcome 2.B.5.:</u> Increased student attendance.</p> <p><u>Outcome 2.B.6.:</u> Improved academic outcomes for students. <u>Outcome 2.B.7.:</u> Families increasingly becoming involved with their children’s education. <u>Outcome 2.B.8.:</u> Increase in the number of children at Windsor and Hamilton who are ready to enter school as measured by KRA-R. <u>Outcome 2.B.9.:</u> Increase the number of children who are healthy - physically, socially, and emotionally</p>		
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<p><u>Objective 2.C.:</u> Offer extended and enriched learning/youth development opportunities including after- school and summer programming and mentoring that emphasize social-emotional learning.</p>	<p><u>Outcome 2.C.1.:</u> Establish at least 2 new and/or expanded learning or youth development opportunities (after-school clubs, enrichment) for each FSCS site. <u>Outcome 2.C.2.:</u> A minimum of 50 students within each FSCS (100 total each year; 500 over the five years of grant funding) will be involved in some capacity in these expanded learning or youth development opportunities. <u>Outcome 2.C.3.:</u> Provide individual and/or group academic support and/or mentoring to a minimum of 25 students in after-school programs at both sites (50 each year; 250 over the five years of grant funding). <u>Outcome 2.C.4.:</u> Improved attendance. <u>Outcome 2.C.5.:</u> Increased academic outcomes. <u>Outcome 2.C.6.:</u> Improved social and emotional well-being in students.</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>By August 2023; Years 1-5</p>
<p><u>Objective 2.D.:</u> Increase access to integrated supports, including health, mental health, and social services and through the establishment of Student Assistance Program (SAP), telehealth and other health services</p>	<p><u>Outcome 2.D.2.:</u> Each SAP Team will case 50 students per year (100 annually; 500 over the five years of grant funding). <u>Outcome 2.D.3.:</u> Telehealth and school-based services will be established at each school and will serve 30 students per year each; (100 annually; 500 over the 5 years of grant funding). <u>Outcome 2.D.4.:</u> The school social work interns from OSU will provide mental health, case management, and wraparound services and will serve 30 students and their families per year each (60 annually; 300 over the five years of grant funding);</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>By Dec 2024; Years 1-5</p>

	<p>Nationwide will continue school-based mental health <u>Outcome 2.D.5.:</u> Increased attendance. <u>Outcome 2.D.6.:</u> Improved academic outcomes. <u>Outcome 2.D.7.:</u> Improved health, mental health, and social wellbeing of students.</p>		
<p><u>Objective 2.E.1.:</u> Assess and implement support for linkages between schools and community partners.</p>	<p><u>Outcome 2.E.1.:</u> Provide professional development on cross-systems collaboration to a minimum of 50 school/community professionals and Ohio State students over the five years of grant funding. <u>Outcome 2.E.2.:</u> For each school site, map relationships and assess current state of collaborations with community partners, focusing on areas of strength and need. <u>Outcome 2.E.3.:</u> Based on strength and needs, identify and implement at least 2 outreach interventions to improve school-community linkages per school site. <u>Outcome 2.E.4.:</u> Increased number of community-based services co-located at schools. <u>Outcome 2.E.5.:</u> Increased representation of community-based organizations in schools. <u>Outcome 2.E.6.:</u> Formalized MOUs for roles, space, and resources.</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>By March 2020; Years 1-5</p>

Goal 3: Add or enhance pipeline services within each school and the local community across the four FSCS pillars (i.e., integrated student supports, family and community engagement, enriched and expanded learning opportunities, and collaborative structures);

<p><u>Objective 3.A.:</u> Create new collaborative leadership structures such as working teams and enhance existing teams in each school and partner community agency, including new school-family- community-government coordinating teams.</p>	<p><u>Objective 3.A.1.:</u> Teaming structures will be created, redesigned, and/or dismantled based on the overall learning support system within the school. Outside partners who are central to the FSCS will be added to these teams where appropriate to facilitate further service integration and reduced duplication (at least 2 new partners added at each school). In addition, strategic linkages will be made among school intra- and inter-agency teams <i>and</i> the county Family and Children First wraparound system serving students in multiple systems.</p>	<p>Project Director, School Principals & FSCS Coordinators</p>	<p>October 2023; Years 1-5</p>
<p><u>Objective 3.B.:</u> By June 2026, accelerate planning at the district central office to scale up the FSCS model to other schools in the district, at the same time developing new infrastructure for policy change and sustainability. Create strategic connections with key district administrators to further embed the student support work within the pupil services/learning supports system of the district. Coordinators and principals also will work with other principals in the district. This is especially important to support scale-up and support students as they transition across the feeder pattern.</p>	<p><u>Outcome 3.B.1.:</u> A strategic plan for scaling up the FSCS model to other schools will be developed for each school district.</p>	<p>School Principals & FSCS Coordinators</p>	<p>By June 2026-end of grant</p>

<p><u>Objective 3.C.:</u> Increase knowledge and skills among educators, student support personnel, youth development workers, parents/guardians, school-mental health providers, and other stakeholders about FSCS.</p>	<p><u>Outcome 3.C.1.:</u> Our Consortium will host quarterly cross-site networking and planning meetings. These meetings will focus on enhancing knowledge and skills in the implementation of comprehensive, coordinated services for students and families. In addition, key leaders from our Consortium will be available to sites for ongoing technical assistance and consultation (4 per year; 20 meetings over the five years of grant funding).</p>	<p>Principal Investigator, Project Director, & FSCS Coordinators</p>	<p>Years 1-5</p>
<p>Goal 4: Recruit and retain effective teachers and social workers to work in schools in Columbus.</p>			
<p><u>Objective 4.A.:</u> Implement a grow your own urban school social worker program at Ohio State.</p>	<p><u>Outcome 4.A.1.:</u> Involve 4 school social work interns (2 for each FSCS) each year who will receive stipends support their learning experience at OSU.</p>	<p>Project Director & FSCS Coordinators</p>	<p>Years 1-5</p>
<p><u>Objective 4.B.:</u> Improve conditions at the school related to climate, culture, the learning support system, and student engagement to support teachers and classrooms and combat the turnover rates.</p>	<p><u>Outcome 4.B.1.:</u> Improve implementation fidelity of Positive Behavioral Intervention Supports (PBIS) and MTSS in the two FSCS. <u>Outcomes 4.B.2.</u> Improve percent of students at two FSCS reporting they have a positive attitude toward school and percent of teachers/staff reporting positive school climate, less, stress and better level of support at the building. <u>Outcome 4.B.3.:</u> The teacher turnover rate at the two FSCS sites will decline. <u>Outcome 4.B.4.:</u> Increased teacher or social worker satisfaction with their work and school environment.</p>	<p>Project Director & Lead Evaluator</p>	<p>Years 1-5</p>

<p><u>Objective 4.C.:</u> Our Consortium will provide professional development to teachers, administrators, and other professionals in schools. Initial professional development will focus on broadly trauma-informed practices and Student Assistance Program evidence-based practices. Future professional development will be based on locally identified needs.</p>	<p><u>Outcome 4.C.1.:</u> Provide professional development to a minimum of 100 (over the five years of grant funding) teachers, administrators, and other professionals who work in and with the two FSCS sites. <u>Outcome 4.C.2.:</u> The teacher turnover rate at the two FSCS sites will decrease. <u>Outcome 4.C.3.:</u> Increased teacher/staff satisfaction with their work and school environment.</p>	<p>Principal Investigator & Project Director</p>	<p>Years 1-5</p>
<p>Goal 5: Disseminate key findings, lessons learned, and success stories in support of policy change, sustainability, scale-up, and replication.</p>			
<p><u>Objective 5.A.:</u> Connect FSCS innovations, success stories, research findings, and lessons learned with the broader national priority focused on community schools.</p>	<p><u>Outcome 5.A.1.:</u> Publication of 4 policy/practice briefs highlighting lessons learned and implications to be widely disseminated through the various education, mental health, and family and children serving networks. In addition, other dissemination outlets such as electronic newsletters, webinars, printed documents, professional conferences, and primary journals will be targeted (4 over course of 5 years).</p>	<p>Principal Investigator, Co Principal Investigator & Lead Evaluator</p>	<p>Years 2-5</p>
<p><u>Objective 5.B:</u> Use this initiative to expand the regional and national agenda for FSCS, expanded school mental health (Weist, 2006), expanded school improvement (Anderson-Butcher et al., 2008), and other relevant initiatives, each of which needs to be a partner in the growing national movement for FSCS via the Coalition for Community Schools.</p>	<p><u>Outcome 5.B.1.:</u> Share a minimum of 3 lessons learned about successes, challenges, barriers, and “how to’s” with Coalition for Community Schools, Binghamton Community Schools Technical Assistance Center, Children’s Aid Society, and the Mental Health Education- Integration Consortium (MHEDIC) which provides ongoing consultation and support to the National Center for School Mental Health.</p>	<p>Principal Investigator, Co-Principal Investigator & Lead Evaluator</p>	<p>Years 2-5</p>

Selection Criteria 3: Quality of the Project Services

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In this section, we discuss the quality of pipeline services to be coordinated or provided at each school. Pipeline services involve a continuum of coordinated supports, services, and opportunities for children from birth through postsecondary education. Based on the needs/resource assessment and project design, key FSCS pipeline services to develop and/or expand Hamilton and Windsor STEM include school-based integrated support services (such as social skills training and Incredible Years), high quality out-of-school time programs and early childhood education, supports for transitions from pre-K to kindergarten and in the early learning years (K-3), family and community engagement strategies to connect students and families to resources and community-based supports, and family and community engagement strategies. A logic model, or theory of change, frames this discussion, providing a roadmap for our initiative relative to the four FSCS pillars. Our One Linden Community Schools logic model is found in **the Appendix**.

Impact of the Services and Collaboration of Appropriate Partners

The following subsections detail our approach to each of the major service areas highlighted in the logic model. Based on the needs of each school, along with our broader experience with university-assisted FSCS, we also describe the evidence-based activities, strategies, and/or interventions for pipeline services and the likely impact on the intended recipients. We also highlight how the collaboration of appropriate partners will maximize the effectiveness of services.

Expanded/Enriched Learning Time. Research indicates the impact of offering extended learning and other positive youth development (PYD) activities for addressing

achievement and opportunity gaps, especially for economically disadvantaged students. One study, for example, found that nearly two-thirds of the gaps between higher- and lower- income students in the 9th grade could be accounted for by differences in summer learning opportunities (Alexander, Entwisle, & Olson, 2007).³⁸ Given the significant rates of economic disadvantage among students served by both school sites, along with limited opportunities in each community, each of our FSCS sites will emphasize extended and expanded learning programming.

Afterschool Programs and PYD. A key priority for the two university-assisted FSCS will be the provision of evidence-based after-school, during-school, and weekend and summer programs. Academic enrichment and interventions aligned to the school's curriculum, as well as positive youth development programs are essential for addressing low achievement rates and limited prosocial opportunities that build protective factors. Currently the YMCA of Central Ohio at Hamilton and St. Stephens Community House at Windsor provide limited afterschool programs in the schools. We will double the number of students at each building served by these key partners, as well as support teachers to provide STEM infused literacy interventions at these sites. Community partners embed other learning into their programs, such as how to read labels including sugar, salt, and fat content found in foods. They also provide healthy cooking options increase the consumption of fruits and vegetables.

One key element for success is the addition of a Student Activity Van at each school, one that can safely transport students home after the programs are over. This van will also bash transportation barriers associated with participation at the two school's afterschool programs.

³⁸ Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 2007(114), 11-32.

Additionally, they will be helpful for removing access barriers to the evidence-based LiFEsports program, which will be expanded through the grant. LiFEsports is an innovative sport-based PYD program that teaches social skills through sport. Twenty youth (10 at each FSCS) will participate in LiFEsports in the summer months and during year-round clinics, as well as another 40 (20 in each FSCS) its transitional 6th Grade Leaders program operated in partnership with Engage Central Ohio. LiFEsports is a proven model known to increase self-control, goal-directed behaviors (effort), teamwork (i.e., communication, problem solving), and social responsibility.

We also will build upon structured mentoring and case management programs in place at both schools but often operated in isolation and with little connections to classrooms. Our partners to be leveraged in this work include City Year, Linden Life, Big Brothers/Big Sisters, and New Salem Church. Further, Ohio State student interns and volunteers will be leveraged to support all out-of-school time efforts, to serve as mentors and tutors, but also access to discussions around college and careers. Our PYD programming also connects community partners who bring opportunities to our young people. Whether it is social-emotional awareness with the Linden Life and City Year activities, a sewing guild from a local church that helps our young people make mats for the homeless, we use out-of-school time activities as ways to expand learning and social opportunities while also connecting youth to the community in which they live. Across our PYD programs, not only will we build these social skill outcomes, but we anticipate that our extended learning and PYD opportunities will result in improvements in academic outcomes and other PYD outcomes such as caring relationships with adults, a sense of belonging, and character development. See letters of support in the Appendix from our partners.

Early Childhood Development. Especially for children growing up in poverty, research (Barnett et al., 1987) continues to reinforce the positive impact of early childhood

development programs in relation to cognitive, physical, social, and emotional development. Yet despite research that emphasizes the impact of early childhood education on children, these programs largely continue to be underfunded and/or underutilized in the United States – programs in Columbus Ohio and Linden are no exception. Our FSCS services at Hamilton and Windsor STEM Academies will focus, in part, on these services, especially in relation to access and engagement. We anticipate that early childhood development programming will increase the number of children in the two FSCS who are ready to enter school, improve family engagement in their children’s education, and increase the number of children who are healthy - physically, socially, and emotionally.

Currently, both schools have pre-K programs located in their buildings (including a special needs preschool at Windsor STEM), and there is another community-based pre-K program offered as well. Together these three programs serve 50 children. Our plan is to extend these critical transition programs designed to prepare children for kindergarten to 100 children served (doubling our reach through the adoption of the FSCS). Our pre-K programs will embed an evidence-based Project Approach, one shown to have moderate evidence of effectiveness in early childhood settings (Chambers et al., 2010).³⁹ A set of teaching strategies involving play, systematic instruction, and project work will guide children through the investigation of real-world topics. Children will be motivated and engaged in learning and experience real-life application as they learn. Additionally, our community partners, FSCS, and Family Ambassadors at the two FSCS will conduct extensive outreach efforts to connect with families to get their children enrolled in pre-K.

³⁹ Chambers, B., Cheung, A., Slavin, R. E., Smith, D., & Laurenzano, M. (2010). Effective early childhood education programs: A systematic review. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

Integrated Student Supports. Our two FSCS will provide in and out-of-school support for students to specifically address non-academic barriers to learning and significant attendance and discipline issues at each school. We will do this through strategic partnerships with health/social service agencies such as Nationwide Children’s Hospital, St. Stephens Community House, City Year, College of Social Work interns, Directions for Youth and Families, and other partners. The addition of a full-time FSCS Coordinator in each building who works hand-in-hand with the principal, student support personnel (i.e., school counselors), and Family Ambassadors will be critical for service coordination, ensuring students are identified for these tier II interventions, and linkage protocols are in place for students and families.

Social-emotional Learning. Our initiative will also focus on social-emotional learning (SEL) skills for students such as communication, conflict resolution, interpersonal skills, and coping with difficult emotions. SEL skills can help promote social and emotional wellbeing in students that, in turn, can positively impact academic outcomes. Increasingly, research demonstrates the positive relationship between SEL and academic outcomes - SEL skills, more so than test scores, predict student success in both mathematics and English language arts (Corcoran et al., 2018).⁴⁰ Infusing SEL along with the academic support and liaison availability between teachers and students, is not only evidence-based, it is providing students with life skills they will need beyond high school. SEL and support for mental health are two primary aims for both school sites. Our pipeline services for social-emotional learning are supported by promising evidence, as defined in the competition announcement. *The Incredible Years, functional behavior assessment based-interventions and SAPs, and social skills training* are three evidence-based

⁴⁰ Corcoran, R. P., Cheung, A. C., Kim, E., & Xie, C. (2018). Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56-72.

activities, strategies, or interventions used in each of the two rural proposed school sites for this grant. Based on research for each of these evidence-based practices, we anticipate improvements in behavior, social outcomes (for students identified as having an emotional disturbance), school engagement, and overall well-being. We describe each evidence-based activity, strategy, and intervention, the evidence supporting it, as well as implementation at each site.

The Incredible Years program meets the What Works Clearinghouse (WWC) standard required for promising and moderate evidence of effectiveness. Research evidence suggests this program has potentially positive effects on external behavior and potentially positive effects on social outcomes for children classified as having an emotional disturbance. This program will help support the social-emotional development of students in our elementary school sites, a key area of focus for pipeline services in both schools, and will be implemented individually, in small groups, and/or as a preventative measure for entire classrooms. Organized in collaboration the SCS Coordinators, teachers will receive training in implementing *The Incredible Years* curriculum and will implement the program throughout the duration of the grant. Additionally, our masters level social work (MSW) interns, under the supervision of the FSCS Coordinators, will support teachers in their implementation of this program.

In collaboration with school psychologists and teachers, our FSCS Coordinators and MSW interns will also support *functional behavioral assessment (FBA)-based interventions* in both schools. Here, the purpose of behaviors are systematically examined considering both the antecedents and rewards for problem behaviors. Results of these analyses are used to develop individualized interventions that aim to reduce problematic behaviors and increase positive behaviors. Evidence from multiple single-case design studies reviewed by the WWC suggest that

functional behavioral assessment (FBA)-based interventions may have potentially positive effects for improving school engagement as well as decreasing problematic behaviors.

Social skills training also meets the WWC standard required for promising and moderate evidence of effectiveness. Evidence from studies of *social skills training* demonstrates positive social-emotional effects among children with disabilities in early education settings - which is a primary focus of the pipeline services proposed for both FSCS in this proposal. School social work interns and staff from City Year will also provide social skills training both in the classroom in collaboration with teachers and in small groups. Our social skills programs will use play to help children learn how to be a good friend, take turns, identify feelings, and take responsibility as well as using games to address impulse control and dealing with frustration. All activities are developed with success in mind to help build confidence and self-esteem.

Access to Health, Mental Health, and Social Services. Schools are increasingly recognizing and creating supports to address non-academic barriers (intergenerational poverty, mental health concerns, substance abuse) to learning among students. Addressing individual student needs that arise from these and other complex social conditions is no small task. No one intervention, program, community partnership, or school-based professional has yet single-handedly addressed all of the multifaceted needs of today's students. Instead, schools must pool and effectively coordinate the diverse knowledge, expertise, and resources of multiple professionals in order to mitigate non-academic barriers to learning and improve outcomes. Multiple community-based health and social services are present in Linden and the Columbus community. As part of our FSCS, several of our partners, such as the school social work interns, Nationwide Children's Hospital, Close to Homes, Dental Mobile Unites, and St. Stephens (as well as new ones to be developed) will work to provide expanded health and mental health

supports through different mechanisms (telehealth, in person, school-based). Strategic partnerships will be developed with providers to provide each school with the equipment and support needed to connect children to walk-in health services or through the use of video conferencing. We also will foster stronger relationships with medical and dental mobile units, who can bring these services to our school sites for easy access for families.

To help increase access to health, mental health, and other social services, both FSCS sites will implement a Student Assistance Program (SAP) with a compendium Student Assistance Team. Our services reflect relevant and evidence-based findings from SAMHSA's *Student Assistance: A Guide for School Administrators* (2019) which defines and recommends key strategies for implementing SAP and Student Assistance Teams (SAT). SAMHSA's Guide states SAPs represent key practices that help schools provide a continuum of support and ensure the success of all students, and lead to improvements in student behavior, school attendance, assignment completion, grades, and rates of academic achievement. Specific to our FSCS agenda, our two schools will adopt Ohio's evidence-based model of SAPs developed by the Ohio School Wellness Initiative. SAP Teams are interprofessional groups of school and community professionals that will serve as a mechanism for rapidly assessing, designing interventions for, and progress monitoring students who present with barriers to learning - especially those that relate to access to health, mental health, and social services.

The adoption of SAPs and related team structures are especially important for our two schools, as these school-wide systems of support (PBIS, MTSS) currently are not necessarily implemented with fidelity at Hamilton and Windsor. To foster adoption of SAPs and their SATs, our FSCS Coordinators and other team members will participate together in a training session designed to overview the purpose, organization, and processes of their school's identification,

referral, and intervention system. This system is designed to work as follows. Teachers/staff, families, and/or other professionals identify early signs and symptoms reflective of health, mental health, and/or family-related needs. These individuals communicate with families about how the SAT will case their child, and then refer students (and/or their families) to the SAT for further assessment. Upon the first casing of a student, the interprofessional SAT discusses the student's strengths and needs, conducts a further functional assessment, and then works together to determine intervention goals, plans, and priorities. One team member then is assigned as the lead case manager and follows through on action steps. Action steps might include implementing strategies such as dental and health screenings and interventions, school-based mental health interventions, or family-based supports (or combination of the above).

If specific services are needed (such as school mental health services or group interventions), family consent will be retrieved. Students receiving SAT supports will be cased by the team - progress is monitored and interventions are modified based on emergent needs or successful progress. Consultation and supports will be provided regularly to SAT and teachers/staff to ensure the ongoing implementation fidelity and effectiveness of the teaming structure. Based on previous implementation experience at other FSCS, as well as our own research (Bates et al., 2019)⁴¹, we anticipate that these teams will help increase attendance, reduce discipline rates, improve academic outcomes, and improve the health, mental health, and social well-being of students. The SATs will also likely increase access to services as well as follow-through for students and families. Please note these efforts will be integrated with the

⁴¹ Bates, S., Mellin, E., Paluta, L., Anderson-Butcher, D., Vogeler, M., & Sterling, K. (2019). Examining the influence of interprofessional team collaboration on student-level outcomes through school-community partnerships. *Children & Schools, 41*(2), 111-122. doi.org/10.1093/cs/cdz001

evidence-based Solution Tree RTI model present already at both schools, which focused on core instruction, academic interventions, and behavioral supports across tier 1, 2, and 3 levels.

Family and Community Engagement. Family engagement is a cornerstone for our approach to FSCS. Despite the important role of families in the education of their children, many schools have struggled to involve parents in meaningful ways. Our family engagement work is grounded in the research grounded work of Karen Mapp where we utilize a dual capacity approach. While working with families to build trust and connections with school, our approach also houses us in the school to build trust and connections with staff. Professional development and support are provided so that the school climate is addressed while engagement is fostered with families so children are not left to bridge a cultural gap often felt between school and home. Based on previous research and experience, we anticipate that our family engagement services will result in improved attendance, academic gains for students, and families increasingly becoming involved with their children's education and lives, in general.

Our two FSCS will provide programs and activities that bring parents and families of students at the school and engage them as partners in learning. Because transportation is often a key barrier to family engagement, we have included travel funds to provide support to families with limited transportation options. Additionally, given both the importance and the challenges associated with engaging families, we have prioritized this pipeline service in our ongoing work with local schools. One key innovation in our FSCS will be the establishment of a Community Resource Center/Room in each building with support of New Salem Church and other partners. The Center will be designed to provide resources to families such as access to school information, curriculum expectations for each grade level, and community resources.

Using the Community Table established for this school site, families will be asked what they need and the best ways to optimize the impact of the Community Resource Center. This needs assessment will shape the development of the Center. In our broader work with FSCS, we have found home visits by our FSCS Coordinators and other school staff to be especially effective for engaging and building trust with families. In this model, our FSCS Coordinators and Family Ambassadors employed by CCS often act as cultural brokers between families and schools, building trust and understanding that often leads to increased engagement between families and schools. We anticipate making home visits for families of students from both schools. We will also facilitate Parent Cafés (grounded in the evidence-based Strengthening Families program) at both sites that are designed to bring parents and guardians together to discuss their needs and concerns about the school and broader local community. These Cafés provide networking and support to families, offering opportunities to communicate directly with school staff and administration while also bringing an often-unnoticed perspective to the school. Further, we will emphasize family engagement year-round.

Using the evidence-based Communities That Care Model, we will also host Family Fun Nights outside of the school year at local parks and the City's Parks and Recreation Center to provide a safe and drug-free environment. Both schools and local community agencies will offer resources to parents to support their families at these events, with some being already engaged in community-based efforts to address violence (such as the local chapter of Moms Demand Action, the Ohio Historical Society, Columbus Crew). We have also planned and implemented Family Fun Nights as part of our university-assisted FSCS programming at other schools, and a number of collaborating partners have contributed in meaningful ways. Local police, for example, are invited and bring their K-9 partner and/or their crash simulation car. This provides participants

with opportunities to not only interact with the police in a fun and safe way, but it also provides education around drug and vehicle safety. Further, we will leverage our Consortium leaders at UWCO, the Alcohol and Drug Mental Health Board of Franklin County (ADAMH), and the City of Columbus' Department of Neighborhoods, as they engage funded partners, Celebrate One, the One Linden Planning group, and other entities in the community (i.e., the Neighborhood Design Center) to support our efforts. Last, all these efforts are designed to strategically engage parents/caregivers, so that we might, in turn, involve them further in parent advisory groups, our Community Tables, and parent/teacher organizations and conferences.

Collaborative Leadership and Practices. Strategic collaboration supports high-quality teaching and instruction and makes conditions better for teachers in the classroom. This is particularly the case as non-academic barriers to learning, including history of trauma, are addressed through the adoption of FSCS. The result of efforts across the four pillars will improve conditions at the school related to climate and culture. The learning support system will be strengthened, and ideally, teacher turnover rates will be lowered. Additional efforts to build capacities and expertise in this area also will be impactful.

Professional Development and Pre-Service Priorities. Our broad Consortium will lead professional development for both university-assisted FSCS. Together, we will work with schools to identify professional development needs and design responsive programming. In Year 1, we will provide broad education about FSCS to as many school professionals and community partners as possible in the two school districts. Part of this initial professional development will include: (1) providing information about the FSCS model; (2) how it can support goals for school improvement as well as teachers; (3) the roles of schools, community partners, and universities; and (4) the stages of development (exploring, emerging, maturing and excelling - based on the

Children's Aid Society's work). Later in Year 1 and subsequent years, we will provide professional development based on the evolving needs of both sites as they implement their university-assisted FSCS. Throughout the grant, we will work closely with the schools as they move on the path of FSCS development and implementation." We will tailor professional development to the specific needs of each school.

We are well-prepared to offer a wide variety of professional development services to the two schools and their community partners. Previous professional development services led by our Consortium (i.e., Nationwide; CAYCI) have included trauma-informed schools, social and emotional learning, and strengthening family and community engagement. A trauma-informed schools professional development opportunity was actually completed last year at Windsor which allowed for local needs to be identified. This session revealed that: (1) school staff are aware of trauma and toxic stress in the lives of their students; (2) there is a perception of a lack of structure, guidance, and support for education in the children's homes; and (3) staff are experiencing the emotional burden of secondary trauma and stress.

Our CAYCI-SES stakeholder survey data provide further evidence of these stressful experiences. In response, we will provide additional professional development trainings on trauma-informed approaches and other strategies to address non-academic barriers (reaching 100 participants each year). We also will support professional development for, and implementation of, evidence-based practices - The Incredible Years, social skills training, SAT, and functional behavior assessment-based interventions. One additional component to our design includes preparing future professionals to work in urban schools. As part of our university-assisted FSCS approach, we will implement a grow your own urban school social worker program at Ohio State. Specifically, we will place 4 school social work interns at the buildings each year, and foster

transitions of these students post-graduation into urban school settings. We also will work to improve the broader social work curriculum at Ohio State which focuses on children and adolescent behavioral health, especially by driving home evidence- and school-based social work models which promote access-to-care.

Collaborative Structures/Teams. In addition to the adoption of a comprehensive SAP, our priorities will focus on developing Community Tables at each FSCS with representation of students, parent, and family leaders and community voice, the full-time coordinator, and a community partners (including residents). We also will have other collaborative teaming structures at the governance level, such as our advisory council, management team, and broader Linden Coalition. We also have a strong Advisory Group comprised of national experts in FSCS and school-based mental health practices. We will draw upon our national network of technical assistance providers and critical friends, as well as experts at Nationwide Children's Hospital, to provide ongoing guidance and consultation to our FSCS (particularly the FSCS Coordinators).

Linkages Between Schools and Partners. All of the services offered in this initiative are grounded in linkages between schools and their partners. In fact, partnerships between schools and community partners cement the services previously described. Although collaboration between school and community partners is cornerstone to community schools, authentic collaboration is often difficult to achieve. Profession-driven differences in expectations regarding confidentiality, turf issues, extensive pre-existing responsibilities, and a lack of understanding of school culture among community-based professionals (Mellin & Weist, 2011) have all been cited as key challenges to school-linked services, including community schools. Given the significant challenges associated with cross-systems collaboration, many partnerships between schools and community partners fail.

Throughout the initiative, we will focus specifically on building new relationships and strengthening existing ones. Leaders at CAYCI-OSU (Anderson-Butcher, Bates, and Project Director) will work closely with both university-assisted FSCS sites to support these partnerships. These leaders can access additional support and consultation from top researchers, policymakers, and practitioners who have deep experience developing and maintaining strong partnerships. Also, they will offer professional development and complete needs assessments, and based on those findings, develop tailored interventions for each of the two sites. Based on research and experience in this area, we anticipate that these services will result in new linkages/resources, more effective Memorandums of Understandings, shared information agreements, improved collaboration, and sustainability of the current One Linden Community Schools Initiative. It is expected there will be identified challenges to collaboration such as developing shared language, discussing expectations of confidentiality, clearly defining the roles of school and community-based partners, and describing model FSCS that work as a direct result of the strong partnerships between schools and community partners. As schools build new partnerships and strengthen existing collaborations, Bates, in particular, will also provide support as needed in structuring and maintaining these relationships. In some cases, this may be assisting with negotiating, drafting, and/or updating Memorandum of Understandings based on clarified or changing roles and responsibilities. In other instances, Anderson-Butcher and Bates (along with the FSCS Coordinators and Administrators) may work with schools and their partners to identify easier channels for cross-systems collaboration.

Lessons Learned, Adoption of Innovation, and Dissemination. Last, our priorities also involve disseminating lessons learned to support continuous improvement, policy changes, and even the future replication of FSCS models in other schools in Linden and Columbus. We will use

this initiative to expand the regional and national agenda for FSCS, expanded school mental health, expanded school improvement, and other relevant initiatives, each of which needs to be a partner in the growing national movement for FSCS via the Coalition for Community Schools. In fact, we will share a minimum of 3 lessons learned about successes, challenges, barriers, and “how to’s” with Coalition for Community Schools, Binghamton University Community Schools, and other relevant networks. Further, we will publish 4 policy/practice briefs each year of the grant to highlight lessons learned and implications. These will be widely disseminated through the various education, mental health, and family and children serving networks. In addition, we will improve communication channels through the distribution of a quarterly FSCS newsletter relevant to each of the two schools.

Table 14. Partners by Each Pillar

Pillar	Partner(s)
Expanded/Enriched Learning Opportunities	St. Stephens, YMCA of Central Ohio, Linden Life, City Year, Big Brothers/Big Sisters, Pre-K programs, LiFEsports
Integrated Student Supports	Nationwide Children’s Hospital, St. Stephens, City Year, Directions for Youth and Families, Family Ambassadors, College of Social Work, CAYCI
Family and Community Engagement	United Way of Central Ohio, City of Columbus Neighborhood Partnership Department, Family Ambassadors, Parent/Teacher Organizations, Linden Community Parks & Recreation Center, Columbus Crew, Ohio Historical Center
Collaborative Leadership Practices	College of Social Work; CAYCI; UWCO, City of Columbus, ADAMH of Franklin County

Ensuring Equal Access and Treatment for Participants from Underrepresented Groups

Our Consortium is committed to ensuring equal access and treatment for eligible students, families, and community members who are part of traditionally underrepresented groups based on race, color, national origin, sex, gender expression, sexual orientation, age, faith tradition, and/or ability status. Here we discuss our primary strategies we regularly employ, and

will continue to use, to ensure equal access and treatment for eligible participants. First, members from underrepresented groups will be included in the leadership of this initiative.

Families from traditionally underrepresented groups - especially women, grandparent-led households, those from varying faith traditions, those living in rural areas, and/or who have children with identified disabilities - will be recruited to serve as leaders of this initiative including as members of our Community Tables.

Second, our services (including professional development) will be delivered by professionals who reflect a range of backgrounds - especially sex, age, faith tradition, and/or ability status and which also reflect the background of our target population. Third, all evidence-based activities, strategies, and/or interventions will be evaluated for cultural and linguistic appropriateness. The Community Tables established at each school site will identify necessary modifications needed to selected evidence-based programs, strategies, or approaches (*The Incredible Years, social skills training, functional behavior assessment-based interventions*) to increase their relevance to the specific cultural and linguistic needs of students and families in the community. The Principal Investigator will consult with the author(s) of additional selected evidence-based practices to address any necessary modifications while maintaining fidelity to the model. Fourth, our services and major activities will be planned for dates/times that work well for students and families and that do not coincide with major cultural events or holidays. Fifth, the location of our services both in and outside school settings will be accessible, and we will provide transportation supports (gas cards, Activity Vans, etc.) for students and families who could not otherwise attend.

Questions about specific accessibility needs and associated supports will be asked on registration and enrollment forms and subsequent accommodations made as necessary. Sixth, all

services and associated materials will be translated or interpreted as needed. Auxiliary aids and services will also be available to participants as needed by ability status. Seventh, all of our service providers will participate regularly in professional development that includes specific attention serving historically underrepresented groups, especially in school settings. Lastly, with the support of our evaluator, we will regularly review participant data by major underrepresented group - including race, color, national origin, sex, gender expression, sexual orientation, age, faith tradition, and/or ability status - to check for equal access to services including referral, type of services provided, service utilization, provision of high-quality evidence-based programs, and similar outcomes. The results of these analyses will be made available in our annual report. Additional professional development and/or changes to services will be made based on the results of these analyses.

Selection Criteria 4: Adequacy of Resources

PP 62 - 72

Here we describe the capacity of each partner to support the implementation and success of the project. We also highlight the success of previous collaborations among Consortium members, particularly in the development and administration of school-linked programs that promote positive youth development. In addition to the narrative below, please also see Appendix A for the signed Memorandums of Understanding (MOU) between OSU and Columbus City Schools which articulates the relevance and demonstrated commitment of each partner. In addition, other partners have demonstrated commitment, including resources, as seen in the letters of support (Appendix B).

Relevance and Demonstrated Commitment of Each Partner in the Project

Ohio State University. Ohio State University (OSU) is located in Columbus, Ohio and is the 3rd largest public university in the nation. OSU is a land grant institution and is recognized as

one of the world's great public research and teaching universities. The U.S. News and World Report rankings of America's Best Colleges continues to rank OSU among the nation's top 20 public institutions, and the number one public university in Ohio. Central to Ohio State's mission are three strategies, including teaching, research and service. OSU is well equipped to support faculty in a rich interdisciplinary, research and funded-project environment. In fiscal year 2021, the OSU Office of Research managed more than [REDACTED] in sponsored awards with [REDACTED]. The breadth, scope, and excellence of our research programs make Ohio State a leading force of innovation and change – locally, nationally, and globally.

Ohio State University Office of Research. Ohio State's Office of Research has a long history of managing research projects of this scope, supporting researchers by offering administration training, grant supports, and assistance for translating results into community outreach efforts. As with past and currently managed State and Federal-awarded grants, the Office of Research, in conjunction with the Principal Investigator, will employ project management best practices in effectively supervising the current scope and timelines. Further, the Office of Research will ensure the grant budget is administered against the work plan deliverables, with the careful execution it has demonstrated through its current oversight of Federal grants. Ohio State's Office of Research holds a commitment to supporting research with and in schools, as evidenced by its grant management to date, which have included projects convening schools, community partners, and researchers.

Ohio State's Internal Review Board (IRB) also helps ensure that all research participants are protected and that research is conducted responsibly. Dr. Anderson-Butcher (Principal Investigator) has experience working with Ohio State's IRB to design research protocols for UA-FSCS - she already has two approved IRB protocols for data collection in our

local schools. Further, the academic and support services provided by the University include a number of full-service libraries offering a range of supportive services to faculty and students (e.g., personal searches and delivery of articles and books, assisted online searches, access to numerous online global data bases); strong computing systems and resources for advanced statistical analyses.

Ohio State's College of Social Work. (CSW; which houses Principal Investigator Anderson-Butcher and Co-Principal Investigator Bates) includes a large administrative team to assist the Office of Research and the Principal Investigator in pre- and post- grant award activities. The College also houses CAYCI that supports collaborative research, outreach, and teaching related to issues that impact the lives of youth. CSW offers undergraduate, master's and doctoral degree programs for students interested in careers related to social justice, social work, education, public administration, government and human development. CSW's curriculum is designed to help students connect classroom materials to real-world experiences in order to make a true impact. All bachelors and masters students are required to complete at least one internship, which accounts for more than 45,000 hours of service annually. We have a special MSW certification program in school social work, as well, that has on average 90 students enrolled annually here at Ohio State. CSW also has strong connections with local school systems, other colleges and universities, healthcare agencies, government organizations, nonprofits and businesses. Its location near downtown Columbus allows students to easily access these partners. In the end, CSW is well positioned to offer resources to support the goals of this initiative.

Community and Youth Collaborative Institute (CAYCI). CAYCI is located in CSW at Ohio State and centers its work on improving the conditions in which youth learn and play so that all youth have a chance to live a healthy, happy life. CAYCI is a bridge builder at Ohio

State, connecting university teaching, research and outreach to community priorities.

Intermediary organizations such as CAYCI are especially important in the development and successful operations of university-assisted FSCS. These “third party organizations” are able to: (1) convene, organize and mobilize key stakeholders; (2) help stakeholders gain consensus on the vision, missions, and goals for university-assisted FSCS; (3) support school, community, and family leaders with role and responsible changes; (4) help schools, districts and community agencies pool resources and plan school and community linkages; and (5) oversee policy change. Although community-based organizations (e.g., United Way), governments and non-profit agencies (e.g., The Children’s Aid Society) typically perform these functions, so can universities and their constituent units. The University of Pennsylvania’s Netter Center for Community Partnerships is the most visible example, but also is our partner Binghamton University Community Schools. CAYCI has become an international leader in developing, implementing and evaluating school-linked and school-based services, family and community engagement strategies, and FSCS. With private foundation, districts, and local funding support, we also have formal partnerships with 14 different school districts in Ohio. CAYCI’s role often is as an intermediary and capacity-builder, but also as a researcher and evaluator.

Beyond the two FSCS to be developed here, we are working to support additional schools and districts that have varying degrees of interest and readiness. This includes working with urban school districts in addition to Columbus City Schools and many superintendents have reached out to us to express interest in community schools and school mental health approaches. We are helping them establish expanded partnership models locally but funding has not necessarily been available to support a FSCS Coordinator and/or associated evidence-based services. The model work with these two university-assisted FSCS will set the stage for further

scale-up in these districts who are ready and demonstrate interest for replication. Last, we also pride ourselves as leaders in research and teaching innovations. Over the course of nearly two decades, faculty, staff and students at CAYCI have published more than 100 articles on school-family-community partnership innovations, and regularly disseminate this work at professional conferences such as the National Community School Conference, the National Center for School Mental Health annual conference, and the Mental Health-Education Integration Consortium. We have also received international attention for this work. Invitations from countries across the world have also occurred, and we've shared innovations and findings from our research in Chile, Japan, and Italy. All of these achievements will only allow us to grow our FSCS work.

Columbus City Schools (CCS). CCS is a large urban LEA serving over 45K students (with 100% of living in families struggling with poverty). CCS Employs over [REDACTED] in its 115 schools and has an annual operating budget of [REDACTED]. CCS's mission is that each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community. The district has a rich history of partnership with the university, non-profits, the city, local business, and government. They have put in place systems and structures to support students and families, including district-wide PBIS and MTSS implementation efforts. To-date, they are mobilizing academic, behavioral, social and emotional services and supports using Solutions One. This allows for the coordination of supports across the learning support system's Tier 1, Tier 2 and Tier 3 levels. Throughout the year, nearly 3 million breakfasts and 4.3 million lunches are served, helping to address food insecurities and other barriers students face.

Hamilton STEM Academy. Hamilton STEM is a Title 1 school in CCS serving approximately 400 students in pre-kindergarten through 6th grade. Hamilton has made great

commitment to early education starting with pre-kindergarten education at age three. This has been instrumental for students to receive early childhood education and social development. With the help of this grant, we propose to expand this model to intentionally begin by making contact with families in the early childhood years, helping to connect with families during the crucial development time of birth to age three (right now there are slots available but barriers to registration). The school must find ways to meet needs of their students to improve their educational outcomes. With 100% of their students qualifying for free and reduced lunches, the school organically serves as a point of resource for families raising children in Linden. Hamilton already commits to an after-school program four days week (operated by the YMCA).

With grant support there are plans to allow for an increased number of students served. The Activity Van supported through the grant will address transportation barriers. Additionally, strategies to bring additional social skills training programs to add social and emotional needs will be critical through this grant, especially to address the growing high numbers of discipline-related issues at the school. Ensuring the fidelity of implementation of PBIS and MTSS through school-wide and classroom-based climate and behavioral supports across the three tiers will be essential. Hamilton currently has long standing partnerships with many local providers such as CAYCI, as well as local churches and non-profit partners who provide small mentoring programs. These partners bring commitment and passion for serving students, families, and the community in which they live aligning with the community school philosophy. The allocation of a full-time UA-FSCS to help “connect the dots” will be a valuable added resource to the school, the students, families, and the community.

Windsor STEM Academy. Windsor serves approximately 350 students in grades Pre-K through 6th grade, and also is site of a Columbus City Schools special needs preschool. With

100% of the students attending Windsor qualifying for free or reduced lunches, the school has found more than 50% of incoming pre-kindergarten students struggled with social skills and anger management. The impact of poverty is felt within the walls of this school. Family and social histories collected by the school indicated a high number of students who have been exposed to trauma and toxic stress such as domestic violence, neglect, emotional and physical abuse, incarcerated parents, as well as drug and alcohol abuse. The current grant will allow Windsor to develop a family engagement approach strategically utilizing strengths-based and trauma informed practices to connect families birth through pre-kindergarten years to begin building relationships before their children are required to attend school.

In particular, bringing the curriculum of *The Incredible Years*, will help strengthen family relationships and address child development and discipline. Windsor will optimize resources such as area day care centers to connect with young children, families, and care providers. The relationships fostered through this process will promote trust with families; this trust will enhance recruitment and transition plans to ensure children have access to pre-kindergarten options and barriers to participation are reduced or eliminated. Once children attend Windsor, continued family engagement strategies will bridge gaps between home and school optimizing communication and partnership between all the adults caring for a child. The UA-FSCS Coordinator will provide a single point of contact for families and teachers when there is a concern or potential challenge as well as connect children to resources, activities, and events within and associated with the school. This early investment will build a foundation of partnership between home and school to optimize opportunity and outcomes for children.

Consortium Members. Our additional Consortium partners are dedicated to supporting the proposed initiative. Each member of our Consortium has experience administering large,

federal and state funded grant projects and have been supporting partners on the projects of other lead agencies. We have a long history of working together to improve the lives of students, families, and schools in Central Ohio and in Linden. Our Linden Consortium (with additional partners from United Way and the City of Columbus) is rooted in the City's broader One Linden plan. This has involved collaborative work to address economic development, education, housing, health and social services, and safety concerns in the neighborhood. Further, local investments in Celebrate One has brought Neighborhood Integration Managers, Community Connectors, Linkage Coordinators and related outreach efforts to community leaders and residents to ensure all community residents have their best health. Grounded in deep cross-systems collaboration, both of these projects maximized and blended resources from each member. Other partners in the Consortium such as the YMCA of Central Ohio, Linden Life, and St. Stephens have rich histories of providing evidence-based, culturally responsive services to children, youth and families in Linden and the broader Columbus community.

To summarize, university, school district, government, philanthropic and community-based organization commitment will allow us to achieve our first goal, that is, to ameliorate the effects of poverty and other barriers to academic achievement for children in Linden by developing two university-assisted FSCS in the high- poverty, urban Columbus City Schools. Those leading this project have extensive experience in the implementation and evaluation of the UA-FSCS model. Further, the district and both schools have made significant efforts to help students meet the expectations and more rigorous standards in Ohio, it is evident that many students, especially economically disadvantaged students in highly impacted urban communities, need additional assistance to meet the challenge. Our proposed UA-FSCS project provides an integrated plan to address some of the more complex issues facing students and families.

Extent to Which Costs are Reasonable. The budget of approximately [REDACTED] per year for five years is reasonable, cost-effective, and adequate to support the proposed project activities. The close cooperation and commitment of the partners will allow us to offer a wide range of services annual (see Section B) to students (approximately 741 elementary students and 40 pre-K students in the catchment area), parents, family members and residents, (approximately 460), school professionals (approximately 50), and community partners and members (approximately 100; including school social work interns) for a total of 1046 persons served per year. The average cost then for each participant is [REDACTED] well within the band of reasonable costs.

Plans for Sustaining Programs and Services After the Grant Period

The One Linden Community Schools initiative will continue to build strategic partnerships and sustainable objectives along with its Consortium to expand and improve community and university-assisted FSCS partnerships on behalf of the two school sites identified within this grant. Sustainability will be developed through the referral pipeline and on-going needs assessment process which will identify new partnerships within the greater Linden, Columbus, and Central Ohio community. This model will empower Columbus City Schools in expanding their FSCS programmatic services into other schools, as well as serve as models for future FSCS in Columbus. Ohio State will stand ready to assist with new adoption and implementation efforts. The Project Coordinator/Grant Manager and Consortium members will build partnerships to expand and improve outreach and referral practices currently being utilized through the university-assisted FSCS model on behalf of the district. Partnerships will be strategically developed with targeted agencies to assist students and families, as well as align with the FSCS model and four pillars. To address sustainability, from the start of funding, each

Community Table will be charged with consideration of capacity building and funding sustainability beyond the period of federal assistance. The following four (4) stages of sustainability preparation, adapted from “*On Sustainability of Project Innovations as Systemic Change*” (Adelman & Taylor, 2003)⁴² will be provided to and completed by the Consortium in collaboration with the Community Tables to ensure capacity building and sustainability beyond the period of federal assistance (**Table 15**).

Table 15. Four Stages for Project Sustainability

ACTIVITIES	TIMELINE
(1) Development of arguments for sustaining valued functions	Years 1-3
(2) Organize concern, agreement, and assistance among key stakeholders	Years 1-3
(3) Clarification of feasibility, formulating strategic plans, and making necessary changes	Years 2-5
(4) Proceed with identified systemic changes to maintain projects	Years 4-5

The four stages for project sustainability, and associated tasks, will be reviewed regularly with each Community Table. The Project Director will include related tasks and discussions related to the appropriate sustainability stage on the agenda for every school Community Table meeting. In addition, the project plan detailed in this proposal, including sustainability activities, will be used as the foundation for a longer-term strategic plan by the Project Director and presented to each local Community Table.

In the past, we have successfully used this model of leveraging partnerships to expand

⁴² Adelman, H. S., & Taylor, L. (2003). On sustainability of project innovations as systemic change. *Journal of Educational and Psychological Consultation*, 14(1), 1-25.

resources for schools in Ohio. The identification and increased utilization of community resources combined with continued attempts to leverage additional funding is a priority for the current One Linden Community Schools. Our goal is to use data and expansion of evidence-based practices to establish sustainability past the life of the current grant. By developing new processes and partnerships to support students, these practices can become institutionalized and part of these two school sites' regular operations. As partners we are committed to this work to develop and implement two university-assisted FSCS, and believe we fully have the needed resources to follow through with our project plan and priorities.

Selection Criteria 5: Quality of the Management Plan

PP 72 - 84

In this section we describe how the initiative will be managed, including the time commitments of key personnel. Here we focus on highlighting our capacity for accomplishing the goals and objectives of the proposed initiative on time and within budget. Please see Appendix C for resumes/curriculum vitae of key personnel. We have developed a feasible project timeline which visualizes the project timeline incorporating project goals and objectives by year with responsibilities assigned to key personnel. **See Table 16.**

Table 16. Project Timeline and Persons Responsible

Goal 1: Develop UA-FSCS in two high-poverty, urban schools	Person(s) Responsible	Timeline
<u>Objective 1.A.:</u> Develop and/or enhance school and, as needed, school district capacities and competencies to strengthen and expand school-family- community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.	Project Director, School Principals, & FSCS Coordinators	By August 31, 2024 & Years 2-5
<u>Objective 1.B.:</u> In partnership with the Consortium, each FSCS Community Table will conduct additional needs and resource assessments as well as gap analyses to refine service	Project Director & FSCS	June 2024

plans described in Section C of this proposal.	Coordinators	
<u>Objective 1.C.:</u> Schools and their partners will create collaborative leadership structures designed to ensure effective delivery of services identified (either co-located in schools or school-linked) in Objective 1.B.	Project Director, School Principals & FSCS Coordinators	June 2024; Years 1-5
<u>Objective 1.D.:</u> Monitor and evaluate programs, services, processes, and structures in support of data-based decision-making and continuous improvement and learning.	Principal Investigator & Lead Evaluator	Years 1-5
Goal Two: Implement Evidence-Based Activities, Strategies and Interventions		
<u>Objective 2.A.:</u> Enhance social- emotional learning, with specific emphasis on <i>The Incredible Years</i> program, social skills training, and functional behavior assessment and Student Assistance Program interventions.	Project Director, Principal Investigator, & FSCS Coordinators	By Sept 2023 & Years 1-5
<u>Objective 2.B.:</u> Improve early childhood education and family engagement through the establishment of FSCS services including home visits, outreach services, Parent Cafés, family engagement nights, integrating and/or linking a daycare centers/preschools to support transitions and enrolling more children in early childhood development services.	Project Director, School Principals & FSCS Coordinators	By December 2024; Years 1-5
<u>Objective 2.C.:</u> Offer extended and enriched learning/youth development opportunities including after- school and summer programming and mentoring that emphasize social-emotional learning.	Project Director, School Principals & FSCS Coordinators	By August 2023; Years 1-5
<u>Objective 2.D.:</u> Increase access to integrated supports, including health, mental health, and social services and through the establishment of Student Assistance Program (SAP), telehealth and other health services	Project Director, School Principals & FSCS Coordinators	By Dec 2024; Years 1-5
<u>Objective 2.E.1.:</u> Assess and implement support for linkages between schools and community partners.	Project Director, School Principals & FSCS Coordinators	By March 2020; Years 1-5
Goal 3: Add or enhance pipeline services within each school and the local community across the four FSCS pillars (i.e., integrated student supports, family and community engagement, enriched and expanded learning opportunities, and collaborative structures);		
<u>Objective 3.A.:</u> Create new collaborative leadership structures such as working teams and enhance existing teams in each school and partner community agency, including new	Project Director, School	October 2023; Years

school-family- community- government coordinating teams.	Principals & FSCS Coordinators	1-5
<u>Objective 3.B.:</u> By June 2026, accelerate planning at the district central office to scale up the FSCS model to other schools in the district, at the same time developing new infrastructure for policy change and sustainability. Create strategic connections with key district administrators to further embed the student support work within the pupil services/learning supports system of the district. Coordinators and principals also will work with other principals in the district. This is especially important to support scale-up and support students as they transition across the feeder pattern.	School Principals & FSCS Coordinators	By June 2026-end of grant
<u>Objective 3.C.:</u> Increase knowledge and skills among educators, student support personnel, youth development workers, parents/guardians, school-mental health providers, and other stakeholders about FSCS.	Principal Investigator, Project Director, & FSCS Coordinators	Years 1-5
Goal 4: Recruit and retain effective teachers and social workers to work in schools in Columbus.		
<u>Objective 4.A.:</u> Implement a grow your own urban school social worker program at Ohio State.	Project Director & FSCS Coordinators	Years 1-5
<u>Objective 4.B.:</u> Improve conditions at the school related to climate, culture, the learning support system, and student engagement to support teachers and classrooms and combat the turnover rates.	Project Director & Lead Evaluator	Years 1-5
<u>Objective 4.C.:</u> Our Consortium will provide professional development to teachers, administrators, and other professionals in schools. Initial professional development will focus on broadly trauma-informed practices and Student Assistance Program evidence-based practices. Future professional development will be based on locally identified needs.	Principal Investigator & Project Director	Years 1-5
Goal 5: Disseminate key findings, lessons learned, and success stories in support of policy change, sustainability, scale-up, and replication.		
<u>Objective 5.A.:</u> Connect FSCS innovations, success stories, research findings, and lessons learned with the broader national priority focused on community schools.	Principal Investigator, Co Principal Investigator & Lead Evaluator	Years 2-5
<u>Objective 5.B:</u> Use this initiative to expand the regional and	Principal	Years 2-5

national agenda for FSCS, expanded school mental health (Weist, 2006), expanded school improvement (Anderson-Butcher et al., 2008), and other relevant initiatives, each of which needs to be a partner in the growing national movement for FSCS via the Coalition for Community Schools.	Investigator, Co-Principal Investigator & Lead Evaluator	
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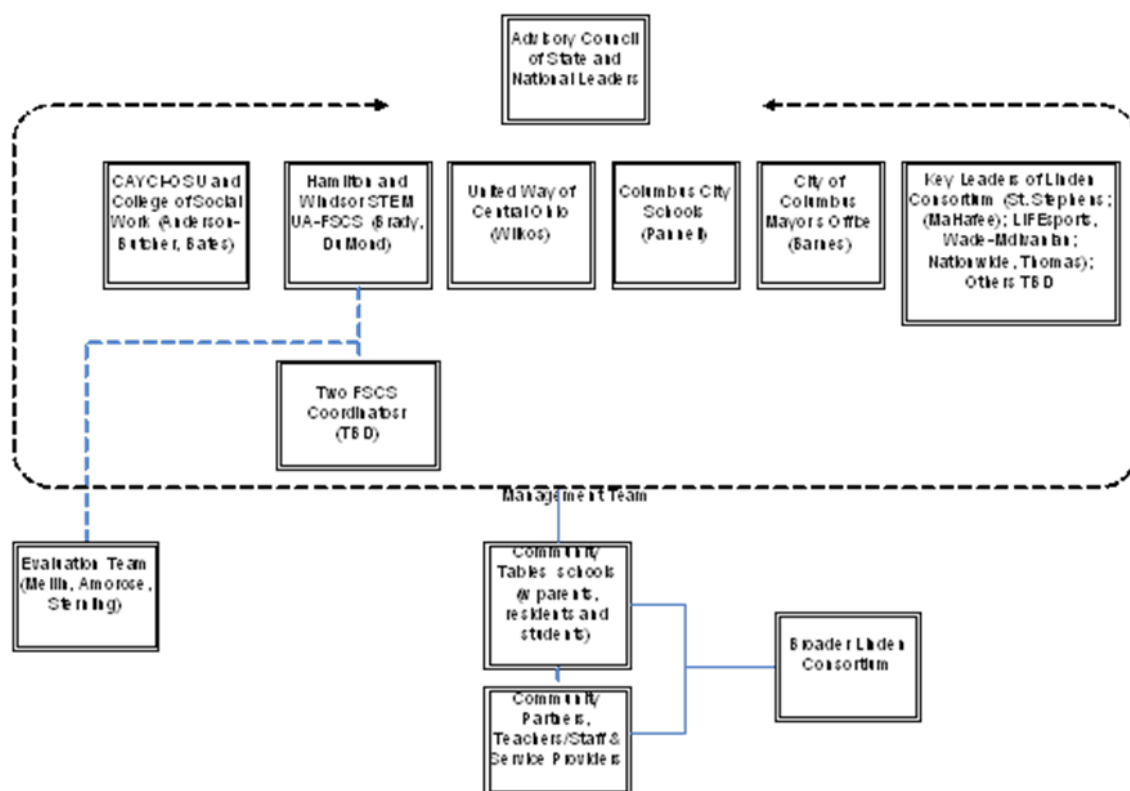
Key leaders at each of the partner agencies will complete the above-mentioned goals and objectives. The management team will include all Consortium members (CAYCI-OSU, Columbus City Schools with leaders from Hamilton and Windsor STEM Academies; United Way of Central Ohio; City of Columbus, LiFEsports, St. Stephens, Nationwide Children’s Hospital) and additional partners as needed. CAYCI-OSU, under the direction of the Co-Principal Investigators (PI) Dr. Dawn Anderson-Butcher (CAYCI Executive Director) and Dr. Samantha Bates (CAYCI Director of Research and Training) will provide project oversight, professional development, and technical assistance to all schools to fully implement the UA-FSCS approach. Additionally, the external evaluation team led by Dr. Elizabeth Mellin at Binghamton University’s Technical Assistance Center for UA-FSCS will also provide valuable guidance for this project. The organizational chart for this initiative is presented in Figure 6.

A brief overview of key leaders follows. Our Consortium will share responsibility for the completion of all grant deliverables.

Consortium Management Team. Our Consortium of professionals and organizations with interdisciplinary backgrounds and years of expertise related to servicing students and families in rural communities will manage the activities within this proposal. Nationwide Children’s Hospital, St. Stephens, Settlement House, LiFEsports, and new family and community partners will join Ohio State and its CAYCI-CSW, Columbus City Schools and its Hamilton and Windsor STEM Academies, the City of Columbus, and the United Way of Central Ohio (UWCO) to manage this project. Together, these organizations bring decades of experience

working at local, regional, state, and national levels, as well as exemplify diversity in perspectives and approaches. More specifically, the leaders of these organizations have experiences that cross disciplines (i.e., education, mental health, social work, psychology, etc.) and systems (i.e., government, university, schools, districts, philanthropy, etc.). All personnel enjoy a history of successful teamwork and know how to develop a tailored project infrastructure. All partners and their staff are committed to further developing their partnerships and the UA-FSCS model. Our Consortium will be responsible for supporting the UA-FSCS in establishing, organizing, and facilitating Community Tables at both school sites.

Figure 6. Organizational Chart



CAYCI-OSU, under the umbrella of the Research Foundation, will serve as the legal and fiscal agent for this grant. In this role, CAYCI-OSU will serve as the intermediary organization

for this initiative. CAYCI-OSU will coordinate the efforts of both schools in partnership with the UA-FSCS Coordinators (one at each building), provide professional development, organize evaluation activities with the Evaluation Team (led by Dr. Elizabeth Mellin at Binghamton University), and disseminate lessons learned within Columbus, the state and nationally. Importantly, based on relationships developed through national networks with the Mental Health-Education Consortium, the Binghamton University UA-FSCS Technical Assistance Center, Miami University's Center for School-Based Mental Health, and the Netter Center at the University of Pennsylvania, CAYCI-OSU leaders are positioned to work with the Columbus and Ohio State government to facilitate replication and scale-up.

Community Tables. Our Consortium will help each school develop a Community Table for each school. In this model, local residents have genuine power and authority and, as a result, our UA-FSCS sites are empowerment-oriented. Our local stakeholders—youth, parents, and community leaders—will have voice and choice regarding which programs and services are offered, where and when they are offered, and who offers them. As such, these tables will incorporate all community partners, key community leaders, parents, students, and other members of the community to oversee planning and implementation of the project. Youth and family members of the Community Tables will be paid a living wage, hourly rate. The goal of these tables develop and/or enhance school/school district capacities and competencies to strengthen and expand school-family-community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.

Advisory Team. A key component of this grant proposal is the connection to the state and national agendas around school-based services and FSCS, and our ability to draw upon the

expertise in these centers/networks in our local work in Linden. Nationally, Ohio's own Center for School-Based Mental Health in the Department of Psychology at Miami University is a leading expert in this area. Dr. Cricket Meehan and the team at the Center lead the Ohio School Wellness Initiative, which will bring specific expertise in relation to building out Ohio's evidence-based Student Assistant Program model. Advisory guidance also will be received by other national leaders, such as Chair Brian Daly of the National Mental Health Education Integration Consortium and Dean Laura Bronstein of Binghamton University's Community Schools Initiative and technical assistance center. Meehan, Daly, and Bronstein are committed to serve in advisory roles and help to connect the grant activities to broader state and national policy agendas. Letters of support from Miami's Center, MHEDIC, and Binghamton University Community Schools are included in the grant proposal (see Appendix B).

Key Personnel. There are several key leaders who play significant role in our management and oversight of the Linden UA-FSCS: PLACE. **Dr. Dawn Anderson-Butcher**, Professor of Social Work at The Ohio State University (.12 FTE) Principal Investigator will lead all technical aspects of the grant (preparation, conduct, administration). She will assure that the sponsored project is in compliance with applicable laws, regulations, and institutional policy governing the conduct of sponsored contracts and research with direct oversight of the budget. Anderson-Butcher will be the point of contact for the Project Director (Rozsits), and the Evaluation Team from Binghamton University (Mellin). Additionally, Anderson-Butcher will oversee and organize in partnership with the two UA-FSCS Coordinators both school's Community Tables. Further, Anderson-Butcher will also lead all objectives related to the Goal Five - disseminating key findings, lessons learned, and success stories to promote policy

change, sustainability, scale-up, and replication as well as lead professional development focused on cross-systems collaboration. Dr. Anderson-Butcher has extensive background and expertise in health, physical activity, healthy youth development, and schools. A former school social worker with practical experience with special education students, families, and teachers, she also brings demonstrated research and practice expertise with school- family-community partnerships, especially FSCSs. She is a nationally recognized expert in community schools and expanded school mental health. Dr. Anderson-Butcher is the former Chair for the Mental Health-Education Integration Consortium (MHEDIC), and sits on the Advisory Board of the National Center for School Mental Health at the University of Maryland. She is also the Executive Director of CAYCI. More recently, based on its exceptional breadth and depth as well as accessibility for multiple stakeholders, CAYCI's evaluation (led by Dr. Anderson-Butcher) of Canyons Community Schools in Utah has been recognized and widely distributed by the Coalition for Community Schools. She also serves as the external evaluator for a federally funded USDOE FSCS grant in up state New York (ran through Binghamton University).

Dr. Elizabeth A. Mellin, Associate Professor and Director of the PhD program in Community Research and Action at Binghamton University, will serve as lead for the Project Evaluation Team. Dr. will serve as the Lead Evaluator and key consultant. For more than 15 years, she has contributed to strengthening research and practice through her examination of school-family-community partnerships in support of expanded school mental health and school improvement. Dr. Mellin has extensive background and expertise in community mental health services and supports for youth and families. As a leading expert in the field of school mental health, Dr. Mellin is also an invited member of MHEDIC – a prominent interdisciplinary

research, policy, and practice network that has provided guidance to federal agencies such as SAMHSA in workforce development for school mental health practitioners. In 2013-2014, she was also selected to be an Education Policy Fellow by the Institute for Educational Leadership. Dr. Mellin has also served as Principal Investigator for several federally funded projects including a grant () by the USDOE to integrate school and local mental health systems and another USDOE UA-FSCS grant in its fourth year of implementation. She will work strategically with the two other members of the evaluation team. **Dr. Anthony Amorose of Illinois State University**, an expert in data analytics and statistics, skills essentially for tracking trend data as measured by the CAYCI-SES (which will be done annually by students, teachers/staff and parents/caregivers as part of the evaluation). **Karen Sterling** is a educational leadership consultant who was a former Director of Federal Programs and Student Advocacy at a large urban school district in Utah. There she also oversaw the development of the Canyons Community Schools in one feeder pattern serving primarily urban, Latino, immigrant student populations. She brings substantive expertise in FSCS, school and district leadership, family and community engagement, and also is a skilled technical assistance provider who builds capacity. Curriculum vitae/resumes of the three members of the evaluation team are included in Appendix, as is a letter of support signed by team members.

Dr. Samantha Bates will serve as the Co-Principal Investigator of the project as part of the CAYCI administrative team. She will provide consultation and guidance for this initiative, as well as ensure alignment with other priorities in Columbus and at Ohio State (.03 FTE). Bates is an Assistant Professor at the Ohio State University College of Social Work, has expertise in clinical school social work practice, with a particular emphasis on trauma-informed schools and culturally competent practice. Bates has co-authored over 25 peer-reviewed publications, five

book chapters, seven community-based evaluation reports, and over 50 national conference presentations. For this project, Bates will serve as the Co-PI with Anderson-Butcher, and work closely with Dean of the College of Social Work, the Associate Dean of Faculty Affairs, the Director of the Field Education Office to align UA-FSCS priorities with BSW and MSW curriculum. She already serves in a leadership role in the College in school social work practice and preparation. Using her expertise in school mental health and FSCS, Bates also will work on school climate and culture priorities in the two UA-FSCS to address training pipelines (and placement of school social work interns) and teacher/staff retention and turnover. Bates also will work with the Dr. Mellin, the Project Director/Grants Manager, the UA-FSCS Coordinators, and the full Evaluation Team as they implement CAYCI-School Experience Surveys annually throughout the grant and adopt the database system for tracking numbers and percentages of students and families and community member served over the course of the grant.

Olivia Rozsits (.14 FTE) will serve as the Project Director/Grants Manager. She currently serves as CAYCI's Assistant Director of School Partnerships, leading several state and national outreach efforts by consulting with schools and districts using our CAYCI School Experience Surveys. She supports partner schools with school improvement planning processes and implementation practices related to designing comprehensive strategies to strengthen their overall systems of support. As Project Coordinator/Grant Manager for this initiative, Rozsits will lead the day-to-day implementation and coordinate between the Project Director and the School Administrators. She will be responsible for fact checking, ensuring delivery of services and products in a timely and high-quality manner, and keeping close track of our work plan. Rozsits will also help coordinate professional development and technical assistance to each site

as well as work with Anderson-Butcher and Bates to amplify ways to engage Ohio State students in the UA-FSCS agenda. Her knowledge of Linden and Columbus, commitment to her community, and experience translating research into actionable guidance, will be invaluable to developing UA-FSCS. Further, in her role as Project Director, Rozsits will be responsible for supervising the two UA-FSCS Coordinators.

School Administrators. Hamilton STEM, Principal **Dr. Chris Brady** will lead implementation of the grant. Brady has 20+ years of experience in elementary education - specifically in urban communities - including as a teacher and administrator. He has a Ph.D. from The Ohio State University, and she also has a Masters of Science in Special Education and a Certificate of Advanced Study: School District Leader/School Building Leader. During his tenure at Hamilton, Brady developed multiple initiatives to promote school community, student responsibility, and community connections. **Lee DuMond**, Principal at Windsor STEM, will serve as the key leader at the second UA-FSCS. DuMond has a Master's Degree in Educational Leadership and is currently working on her doctorate at the Ohio State University in Multicultural and Equity Studies in Education. DuMond has served as the principal at Windsor STEM Academy for the past seven years. These two school administrators along with the PI, Co-PI, and Project Coordinator/Grant Manager will work to implement the goals and objectives of this grant. In addition, in collaboration with the Project Director (Rozsits), the school administrators will support supervision of UA-FSCS Coordinator for each of their schools. Lastly, both school administrators will also serve as leaders and members of their respective Community Tables.

University-Assisted Full Service Community School Coordinators. Each UA-FSCS will hire a 11.0 University-Assisted Full Service Community School (UA-FSCS) Coordinator

(See Job Description in the Appendix). We will look for candidates with educational backgrounds in teaching, social work, or counseling, as well as ones with experience working in urban communities. In collaboration with the Project Director and school administrators, both Coordinators will be responsible for organizing and implementing activities and services described in this grant. The Coordinators will also be responsible for developing and maintaining relationships with community partners as well as Ohio State School Social Work Interns and Volunteers to implement and support pipeline services. Both Coordinators will also be members of their school's Community Table.

Community Partners. Our UA-FSCS Coordinators will work with existing community partners such as Nationwide Childrens Hospital and St. Stephens Community House and build new relationships based on the needs of each school to build and support pipeline services. Our Community Partners will also sit as members on both Community Tables. Additionally, professional development and support for establishing and maintaining school-community-family partnerships will be provided by the Principal Investigator.

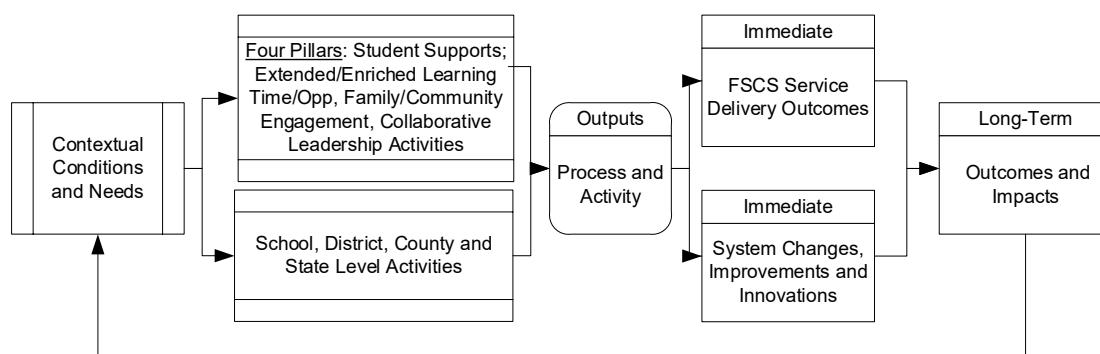
Collaborative Practices and Capacity-Building. Finally, we would like to facilitate opportunities for quarterly cross-site networking meetings with key leaders from the two sites to share lessons learned, innovations, progress, and feedback. These conversations also will serve as an additional data source for the evaluator to learn about successful implementation strategies, intermediate outcomes, and also common struggles. In addition to data collection, these meetings will also provide opportunities for formative feedback to each site stemming from the project evaluation.

Selection Criteria 6: Quality of the Program Evaluation

PP 84 - 100

The evaluation strategy is a balanced one that encompasses the examination of processes, outcomes, and impacts. The following framework, presented in the figure below and adapted from principles and strategies of empowerment evaluation, will guide the evaluation design. See Figure 7.

Figure 7. Framework for Evaluation (Modified from Fetterman et al., 1996, p. 193)⁴³



Contextual Conditions and Needs

As laid out earlier in the narrative, contextual conditions and needs will be important to consider as efforts to transform Hamilton and Windsor STEM Academies into FSCSs. The evaluation plan and strategy continue to take these factors into consideration as annual progress toward performance measures and deliverables are assessed. The contextual influences (such as urban poverty barriers and cultural values) may serve as facilitators and challenges for implementation efforts, and also point to areas of which the evolving university-assisted FSCS should address. The evaluation strategy and ongoing improvement planning processes embedded

⁴³ Fetterman, D. M., Kaftarian, S. J., & Wandersman, A. (1996). *Empowerment evaluation: Knowledge and tools for self-assessment and accountability*. Sage.

annually into the workplan will be critical for further understanding these evolving conditions. The evaluation will explore these trends as they inform the work and proposed activities.

Four Pillars and Proposed Activities. Implementation efforts related to the four FSCS pillars will be tracked to examine whether the expanded pipeline services and activities proposed in the grant narrative are implemented and with fidelity. This includes mapping progress toward and efforts to sustain current and add new integrated student supports, expanded/enriched learning time and opportunities, family and community engagement activities, and collaborative leadership strategies. The evaluation will focus on if, how and when activities across the four pillars were implemented and whether they were done so with fidelity, rigor, and intentionality.

School, District, County and State Level Activities. Other areas of the grant involve convening partners across different entities and require system change. No doubt school, district, neighborhood (Linden), City, county and state level activities and ripple effects will occur through our system change efforts. Meetings among Consortium partners who are linking activities at the local and state level, as well as the goals and actions generated within these meetings, will be tracked to provide insights into the process directing the overall project. Additionally, the policy context in Ohio may impact investments in urban communities, school mental health and prevention, and other priorities which may in turn influence FSCS adoption. Through interviews, focus groups, and the examination of meeting minutes and other artifacts, our evaluation plan will track these innovations, facilitators, and barriers to distill lessons learned and inform next steps.

Process and Activity Outputs. As an essential requirement in the grant, annually we will systematically measure the percentage and number of individuals targeted for services and who receive services during each year of the project period at the two FSCS schools. This includes

tracking pipeline services implementation efforts related to the four FSCS pillars, including integrated student supports, expanded and enriched learning time and opportunities, family and community engagement, and collaborative leadership strategies. This will allow us to distill the number of students, parents, families, and community residents served each year, documenting increases in service reach associated with FSCS adoption and implementation efforts across the four pillars. We will track both duplicated and unduplicated service delivery counts.

Measurement of these process and activity outcomes will be descriptive and expressed as volumes or amounts such as who was served (i.e., demographic characteristics of leaders, families, students, etc.), how much (i.e., how much of what was provided; how many referrals were made, how many referrals were followed up on; how many new tools and resources were developed, etc.), and how often (i.e., how regularly were parent advisory group meetings held, etc.). Further, we will examine variables such as number of individuals served in relation to the grant's objectives and proposed activities. **See Table 17.**

Table 17. Example Process and Activity Indicators

Example Process and Activity Indicators
1. Number and type of partnerships, programs, and services at the FSCS
2. Number of students, families and community residents served by four pillar pipeline services
3. Percentages of students and families targeted for services who actually receive pipeline services during each year of the project period
4. Number of students cased by Student Assistance Program/Teams each year
5. Number of families receiving home visits and outreach pipeline services, served by Community Resource Centers, and participating in Parent Cafés and Family/Community Events
6. Number of referrals to community-based resources and number acted upon
7. Number of teachers/school staff, interns, and partners participating in professional development opportunities and networking events
8. Number and content of new MOUs and other partnership/policy agreements (i.e., shared information agreements)
9. Number of communication newsletters, publications, and presentations
10. Stakeholder perceptions about FSCS implementation fidelity, barriers, challenges, and lessons learned (via focus groups. interviews)

FSCS Service Delivery Outcomes

The examination of outcomes and impacts will allow for the assessment of how the students, parents/caregivers, and others served have benefited from the FSCS programs and services. Outcomes and impacts address potential positive changes or gains in knowledge, attitudes, skills, and behavior that occur as a result of our efforts. Specific indicators which align to the FSCS objective performance measures , but also include ones specific to the 6 goals outlined in the overall project. (see **Table 18**).

Table 18. Comprehensive Evaluation Plan and Required Indicators

Measure and Report	Description	Baseline Data	Target
Required Indicator (Annual)	Provision of services to students, families, and community members with an increase in number of new programs/ services available at Windsor STEM and Hamilton STEM.	<p>Windsor: 3.8 FTE for student support professionals</p> <p>Hamilton: 4.2 FTEs for student support professionals</p> <p>Partners in Linden across 4 pillars: extended learning (7), Integrated supports (7), Family/community engagement (7), Collaborative leadership practices (6)</p>	3 research based and theoretically sound programs/ services (Incredible Years, SAP/Functional Behavioral Assessments; Social Skills Training; See targets outlined in Quality of Project Plan Section (examples: 30 students in Incredible Years; 50 added in pre-K; 50 total in mentoring, 30 involved in Parent Cafes, etc); Add new partners across 4 pillars (2 at least in each pillar each year)
Required Indicator (Pre-Post)	Provision of integrated student supports and stakeholder services with an increases in social skills among students targeted for social skills and Incredible Years intervention	<p>Windsor: 18% of teachers/staff report their students get along well with others. 79% of students report they work well with others.</p> <p>Hamilton: 15% of teachers/staff report students get along well with others. 80% of students report they work well with others.</p>	100% will increase in perceptions of social skills as measured pre and post interventions; Improve by 10% each year teacher/staff perceptions and goal of 90% of students report work well with others
Required Indicator (Annual)	Student chronic absenteeism	Windsor attendance rate was 75.9% and 81.6% chronic absenteeism; Hamilton is 75.9% attendance rate and 83.5% chronic absenteeism.	Decrease chronic absenteeism rate by 10% in both FSCS each year; Goal of 90% attendance rate for both FSCS by fifth year

<p>Required Indicator (Quarterly; Annual)</p>	<p>Expanded/enriched learning time with an increase in number of students involved in positive youth development (PYD) opportunities and increase number of youth involved in preschool to support pipeline to KG</p>	<p>Windsor: 43% of students report participating on a sports team, in dance or theatre group or class, a youth program, youth group or church, or playing a musical instrument; 25 at afterschool program; 25 children involved in pre-KG program and special needs preschool at the school and in the neighborhood</p> <p>Hamilton: 35% of students report participating on a sports team, in dance or theatre group or class, a youth program, youth group or church, or playing a musical instrument; 15 at afterschool program; 20 children involved in pre-KG program at the school.</p>	<p>Increase by 10% annually student population reporting engagement; Double the number of children involved in pre-KG across both schools (50); Double number of students served in afterschool programs; Serve 20 students in LiFEsports</p>
<p>Required Indicator (Pre-Post)</p>	<p>Student office discipline rates (ODRS), including suspensions and expulsions</p>	<p>Windsor: 1132 ODRs (731 Level II); 80% of students report having gotten in trouble in class. 47% of teachers/staff report their students demonstrate hyperactivity or restlessness</p> <p>Hamilton: 2195 ODRs (1217 Level II); 71% of students report having gotten in trouble in class. 79% of teachers/staff report their</p>	<p>20% decrease in ODRs and 10% decrease in Level II among students identified as a-risk first year; Decrease by 10% each year percent of students report getting in trouble; 5% decrease each year of teachers/staff reporting externalizing symptomologies (i.e., restlessness)</p>

		students demonstrate hyperactivity or restlessness.	
Required Indicator (Annual)	Family and community engagement efforts and impact with an increase in parent/caregiver involvement among those participating in parent advisory groups, receiving home visits and outreach efforts and receiving early childhood services; and increases in stakeholder reported parent involvement as measured by CAYCI-SES	<p>Windsor: 6% of teachers/staff report parents/caregivers attend meetings at their school.</p> <p>Hamilton: 8% of teachers/staff report parents/caregivers attend meetings at their school.</p>	90% participating attend at least 50% of programs increase skills; 10% increase per year in CAYCI-SES
Required Indicator (Annual)	School climate information, which may come from student, parent or teacher surveys with an increase in school climate and engagement indicators, including enhanced sense of belonging, adult-student relationships, enjoyment of schools and other climate-related factors among students; Also improve PBIS and MTSS implementation fidelity	<p>Windsor: 0% of teachers/staff report their school has a positive climate; 29% say school sets clear expectations for student behavior; 64% of students enjoy coming to school; 43% of students report being bullied at school</p> <p>Hamilton: 18% of teachers/staff report their school has a positive climate; 55% say school sets clear expectations for student behavior; 60% of students enjoy coming to school; 52% of students report being bullied at school</p>	schoolwide CAYCI-SES needs assessment data reflect enhanced perceptions incrementally each year; Goal is 90% of students enjoy coming to school; 50% of teachers/staff report positive climate; 75% of teachers/staff report school sets clear expectations; Reduce % reporting bullied at school by 5% each year.
Required Indicator	Collaborative leadership and practice strategies, which may	Windsor: 50% of teachers/staff report their school has services and	Increase by 10% annually teacher/staff perceptions as measured by CAYCI-SES;

<p>(Annual; Quarterly)</p>	<p>include building the capacity of educators, principals, and other school leaders; including increase in coordination and integration of services, as well as awareness of school and community-based resources among teachers, school staff and other stakeholders;</p> <p>Increases in referrals to school and community based programs and services and decreases in referrals for special education services</p> <p>Disseminate policy briefs, technical reports, and journal articles, as well as present on lessons learned</p>	<p>supports in place to meet the needs of families. 28% of teachers/staff report students in need of extra learning supports at their school are able to get them and 11% report the learning supports and services in their school meet the needs of students.</p> <p>Hamilton: 44% of teachers/staff report their school has services and supports in place to meet the needs of families. 30% of teachers/staff report students in need of extra learning supports are able to get them and the learning supports and services in their school meet the needs of students.</p> <p>Referrals currently not tracked due to no SAP in place</p>	<p>25% increase in referrals for services each year; 10% decrease for special education referrals</p> <p>Quarterly newsletters/communications to families at each FSCS</p> <p>4 policy briefs each year; share 3 lessons learned, 4 publications over course of 5 years</p>
<p>Required Indicator (Annual)</p>	<p>Information on the number, qualifications, and retention of school staff, including the number and % of certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience; Retention of staff as conditions stabilize and recruitment strategies</p>	<p>Windsor: 19% turnover this year; 6% of teachers/staff report teachers/staff at their school are stress free. 6% report teachers/staff at their school have high morale.</p> <p>Hamilton: 31% turnover this year; 7% of teachers/staff report teachers/staff at their school are stress free. 22% report</p>	<p>Goal of 90% retention rate; decrease teacher/staff stress level by 10% each year as measured by CAYCI-SES</p>

		teachers/staff at their school have high morale.	
Required Indicator (Annual)	Regularly convening or engaging all initiative level partners and increase number of partnerships and partnership structures	Linden Parent Coalition, One Linden Consortium	5 new partners to district/school improvement planning teams; 2 new partners on planning teams; 3 new partners on SAT; Quarterly Community Table meetings at each school; Quarterly Consortium meetings
Required Indicator (Annual)	Changes in school spending information	Not currently tracked	Document new funding brought to the FSCS and Consortium partners to serve students, families and community residents; Document funding innovations involving blending and braiding, etc
Required Indicator (Annual)	Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment	School climate team, PBIS team,	Document new team structures, including Community Tables and Student Assistance Teams; Increase participation on teams
Project Goal (Annual)	Improvement in academic achievement and address subgroup differences in achievement	<p>Windsor: 15% achieving 3rd Grade ELA; 6.8% 3rd Grade Math; 24% on track reading at KG entry; 1 Star in Improving K-3 Reading at-risk and Achievement; Subgroup disparities</p> <p>Hamilton: 11.4% achieving 3rd Grade ELA; 6.8% 3rd Grade Math; 28% on track reading at KG entry; 1 Star in Improving K-3 Reading</p>	Increase by 5% each year students on grade level for 3rd grade ELA and Math tests; Move to 3 Stars in Improving K-3 Reading at risk and Achievement in Ohio score card system by Year 5; Black students with lower percent achieving on some indicators compared to overall school)

		at-risk and Achievement in Ohio score card system; Subgroup disparities	
Required Indicator	Graduation rates, although not a direct outcome from the two FSCS elementaries our focus will be on improving academic experiences which contribute to school engagement; Improve Academic engagement	Linden-McKinley 4 year graduation rate of 74.5%	100% of students served as measured pre and post intervention

In addition, system-level changes will be documented and tracked throughout the project period. This might include tracking the blending and braiding of public and private funds used to support the comprehensive delivery of services, or changes in policies, procedures, or governance structures.

Long-Term Outcomes and Impacts

We do expect some long-term outcomes related to better mental health and academic performance to occur among targeted groups of students who are served specifically by FSCS programs and services. These will be measured systematically exploring broader data at the district, community and county levels to distill potential trends. This will also include using traditional measures of child well-being done in service delivery (i.e., value-added progress monitoring indicators, pre- and post-tests in groups, local trends in health access data). Additionally, annual CAYCI-SES survey tools will be completed by multiple stakeholders which will allow for trends in perceptions of climate, academic motivation, the learning support system, parent involvement and other indicators to be explored over the course of the implementation efforts. We will, however, align our priorities with the long-term outcomes of increased academic achievement and enhanced well-being for ALL students in the end, especially via indirect pathways addressed by the FSCS.

Dr. Elizabeth Mellin of Binghamton University and their Community Schools initiative will lead the Evaluation Team comprised of herself, Dr. Anthony Amorose, and Karen Sterling. As independent evaluators, they will work closely with CAYCI leaders, school principals, district leaders, the FSCS Coordinators, and data specialists at CCS to expand upon the already existent data management information system at the district to ensure key indicators laid out in this plan are tracked. Dr. Mellin is a national expert in school mental health and community schools, and currently leads and evaluates federally funded FSCS initiatives in New York. Staff and students at CAYCI-OSU also will support data collection and analyses through their involvement via independent studies and thesis and dissertation research. Other data, including the needs and resources assessment data (i.e., CAYCI-SES), will be systematically collected via

on-line and paper processing mediums (please note that OSU already has these abilities within their research office). Data will be analyzed using SPSS to examine key outcomes associated within each FSCS and across the project at large. Reports will be generated annually; but outcomes within specific programs and services will be measured as they are implemented throughout the grant cycle. Trends over-time in relation to data indicators will be tracked year to year and reported, and methods will allow performance feedback and allow for periodic assessment of progress toward achieving intended outcomes. The evaluation team also will provide timely and valid information on the management, implementation, and efficiency of the project in support of the district's Annual Reports submitted to USDOE.

Our methods will provide valid and reliable performance data, as well as are thorough, feasible, and aligned with the goals, objectives, and outcomes of the FSCS project. Major activities will comprise of analyses of school report card data, student information data available within schools; annual CAYCI-SES survey administration, ongoing monitoring and logging by the FSCS Coordinator and others involved at the schools; interviews/focus groups with key stakeholders, and other data collection and analyses. In the end, we will have a great deal of information collected on the quality of ongoing FSCS implementation and related service delivery, the process in which these practices are being ironed out in local school communities, as well as the impacts or enhancements that occur as a result of the project's implementation. These insights, in turn, will help us be accountable to the USDOE, but also will provide us with valuable insights that will further our work at the local, state, regional, and national levels related to these important design strategies.

Objective Performance Measures and Qualitative and Quantitative Data

Our methods of evaluation will provide regular performance feedback and allow for the periodic assessment of progress toward achieving our intended outcomes. Evaluation methods employed will include pre- and post-surveying, interviews, focus groups, professional development observations, student performance and behavioral data, classroom, school, and program observations, and site visits. Other surveys will be utilized to measure participant responses on the usefulness of FSCS resources and strategies, and for identifying resources needed in the field. Major activities will comprise of analyses of routine, secondary ODE data related to student-level outcomes (e.g., absenteeism, discipline rates, career and college readiness data, literacy and mathematics performance), student information data available within schools, ongoing monitoring and logging by FSCS coordinators and others involved at the schools, interviews/focus groups with key stakeholders; the provision of networking and cross-site sharing opportunities; and multiple data collection and analyses. Additionally, this project will specifically use the CAYCI-SES to evaluate outcomes for students, families, and teachers.

A FSCS Model Database, developed by Dr. Mellin and colleagues and used in FSCS implementation efforts elsewhere in Utah and New York, will be used to collect quantitative data. Further, Dr. Mellin already has an active IRB shared agreement for research and evaluation efforts focused on FSCS as part of her ongoing work with CAYCI-OSU and Drs Anderson-Butcher and Bates. This will effectively streamline data collection efforts for this project. All data collected by the independent evaluation team will be stored in a secured, encrypted, and password-protected data system. All participants that provide contact information will be de-identified, kept confidential, and given a unique identifier. For the management of complex, multi-dimensional data, the evaluation team will use NVivo, a qualitative analysis program that provides the ability to store all types (both qualitative and quantitative) of project data and

research materials. Collected data in the form of Microsoft Word, Excel, and Adobe PDFs templates will be exported to both SPSS and NVivo for analysis. Data analysis results will be utilized to provide actionable and ongoing feedback to the Initiative for enhancing and modifying strategies, activities, and services. Reports will be generated annually, but outcomes within specific programs and services will be measured as they are implemented throughout the grant cycle. We also will provide timely and valid information on the management, implementation, and efficiency of the project within Annual Reports submitted to the United States Department of Education (USDOE).

Participation in National FSCS Evaluation

Our Consortium collectively assures that the two FSCS, the district, CAYCI, and partner entities will participate in the national evaluation. Foremost, CAYCI leaders will assist in facilitating connections between the independent evaluation team and the national evaluation to ensure coordination, efficiency and alignment of the two evaluation efforts. In relation to data collection needs for the national evaluation, multiple stakeholders (i.e., district administrators, principals, FSCS Coordinators, teachers/staff, partners, parents, etc.) will complete surveys and participate in interviews as part of this national evaluation. The district and evaluation team also will provide de-identified, aggregate administrative data on indicators such as student absenteeism rates and career and college readiness rates in accordance with FERPA, HIPPA, and the Pupil Privacy Rights Amendment. We will cooperate with data collection at various points during the grant period, such as at baseline, interim, and in the final round of data collection.

Plan to Collect GPRA Data and Feedback Timelines

Further, the evaluation will comply with all GPRA reporting requirements to be provided in the terms and conditions of the grant award. This agreement includes a commitment to include

measures that assess the percentage and number of individuals targeted for services and who receive services during each year of the project period. The evaluation will consist of three (3) major phases. (see **Table 19**).

Table 19. FSCS Evaluation Methods and Performance Feedback Timelines

Task	Timeline	Deliverables
Phase 1: Project Development (Months 1-6)		
<ul style="list-style-type: none"> • Environmental Scan 	Month 1	Memo to site regarding key stakeholders,
<ul style="list-style-type: none"> • Participation in virtual meetings as initial project meetings, interviews, exploration of historical documents, etc. 	Month 2	contextual barriers and facilitators, and other relevant characteristics of implementation context
<ul style="list-style-type: none"> • Initial Site Visit 	Month 3	
<ul style="list-style-type: none"> • Develop procedures to access necessary data 	Months 4-6	Detailed description of the nature and limits of existing data. Selection of outcome measurements based on input of key stakeholders, data capacities, team abilities, and national evaluation needs.
<ul style="list-style-type: none"> • Convene initial meeting with project personnel to discuss evaluation plans 		
<ul style="list-style-type: none"> • Select and develop final process & outcome measures, including modifications to OSU FSCS Model Database 		
<ul style="list-style-type: none"> • Discussion and recording of ideas of how results from project evaluation will be used (i.e. actions that may be taken, advocating for additional funding, leveraging resources, etc.) 		
<ul style="list-style-type: none"> • Coordination with the National Evaluation to ensure alignment and assist with these data collection efforts 		
Phase 2: Project Implementation (Years 1-5)		
<ul style="list-style-type: none"> • Site visits and integration of qualitative and quantitative data 	1-2 times per year	Annual report detailing project status, challenges, accomplishments, and learning to date. Report will also summarize progress on performance measures and other outcome indicators
<ul style="list-style-type: none"> • Ongoing participation in Consortium and/or Community Table meetings via teleconference or site visit. Assist with the development of ongoing outcome evaluation plans for new programs/linkages. 	ongoing	
	annual	

<ul style="list-style-type: none"> • Annual review of outcomes information and tracking of data • Key informant phone/site interviews/focus groups • Coordination and assistance with the national evaluation 	ongoing	As determined by USDOE
Phase 3: Lessons Learned (Year 5)		
<ul style="list-style-type: none"> • Final Site Visit • Final interviews/focus groups with key informants • Coordination and assistance with the national evaluation 	Year 5	Final project report to summarize key accomplishments and lessons learned. Detailed analysis of GPRA and other outcome data to understand project effects, duration of project effects, participation, and interactions among outcomes, and sustainability.

Disseminating Evaluation Findings Broadly

Finally, the evaluation team will build on their history of collaboration in evaluating and researching FSCS to share preliminary findings at professional meetings, such as the Coalition for Community Schools National Forum and the National School Mental Health Conference. At these meetings, they will receive feedback on the findings and ideas for a stronger connection between theory and practice. In addition to the expected reports to USDOE, the evaluators will create additional products that can be shared with others interested in FSCS, especially in urban communities. With all of these products, even as they are providing a simpler delivery of the research, they would take care to show the nuances behind the findings. Dr. Anderson-Butcher also anticipates developing a set of vignettes that will provide an up-close look at how FSCS are being experienced in the sites. Some of these will focus on intermediate outcomes. Vignettes will highlight collaborative leadership, including a focus on shifts in roles and responsibilities, use of data collection, realignment of decision-making practices, and similar key themes that illustrate

the relationship of several aspects of cross-systems collaboration in a FSCS, with special emphasis on the challenges and opportunities in urban areas.

Through this project the evaluation team will have a great deal of data collected on the quality of ongoing FSCS implementation and related service delivery, the process in which these practices are being ironed out in local school communities, as well as the impacts or enhancements that occur as a result of the project's implementation. These insights, in turn, will help Linden-Hocking be accountable to the USDOE, but also will provide Dr. Anderson-Butcher, One Linden Community School leaders, and partners with valuable insights that will further their work at numerous levels related to these important design strategies. Additional products in the form of technical reports and research papers will allow them to disseminate findings more broadly with the aim of supporting other communities who are implementing FSCS in urban areas, as well as ensure the sustainability of our own project through increased partnerships.